DOCUMENT RESUME

ED 232 463	FL 013 837

AUTHOR	Morrison, Frances; And Others
TITLE	After Immersion: Ottawa and Carleton Students at the Secondary and Post-Secondary Level. Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. Ninth Annual Report, December 1982.
INSTITUTION	Ottawa Board of Education (Ontario). Research Centre.
PUB DATE	Dec 82
NOTE	170p.; For related documents, see FL 013 835-836.
AVAILABLE FROM	Research Centre, Ottawa Board of Education, 330 Gilmour St., Ottawa, Ontario K2P 0P9, Canada ($6.00).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*French; *Immersion Programs; Language Proficiency; Program Effectiveness; *Program Evaluation; Secondary Education; Second Language Instruction

ABSTRACT

Primary and late entry French immersion programs in Ottawa and Carleton schools were evaluated. French proficiency was tested among former immersion students enrolled in grade 10 bilingual programs and compared with that of grades 8-12 bilingual program students. Spoken and written French were assessed and a detailed error analysis was performed. In addition, a followup study was conducted of bilingual high school program graduates. Fewer differences were found between the results of early and late entry immersion students than were found in previous evaluations, although those differences found showed greater French proficiency for the early immersion students. Once again, French proficiency increased with grade level. The survey of graduates revealed that the respondents were confident of their ability to use French and found their knoweldge of French to be useful. The respondents also reported that the bilingual program needed a wider selection of French courses, better teachers, and more emphasis on speaking French outside of the classroom. (RW)

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AFTER IMMERSION: OTTAWA AND CARLETON STUDENTS AT THE SECONDARY AND POST-SECONDARY LEVEL

Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education

Ninth Annual Report, December 1982

The Ottawa Board of Education
The Carleton Board of Education

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This research project was funded under contract by the Ministry of Education, Ontario

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ABSTRACT

For the ninth year, grants from the Ontario Ministry of Education have made possible evaluations of second language (French) programs in the Ottawa and Carleton Boards of Education. The main emphasis of the 1982 contract was the examination of French proficiency of primary- and late-entry immersion graduates in grade 10 bilingual programs. Testing of certain aspects of French proficiency was also carried out in bilingual-program classes from grade 8 through grade 12 to allow a cross-sectional comparison to be made. Several new measures of French proficiency were used in assessing spoken and written French, and a detailed analysis of errors made by the students was carried out. A follow-up study of graduates of bilingual high school programs was carried out, reaching about 65 per cent of the group which had been in grade 12 in 1978-79 or in 1979-80. The major findings of the 1982 evaluations are summarized below under headings indicating the type of measure used.

Test of French Reading and Language Usage (Chapter Two)

1. There were no significant differences in total mean score on this test at grade 10 between the Ottawa primary- and late-entry groups, between the Carleton primary-entry group with a total of five to eight high school courses in French and the Carleton late-entry group, or between the corresponding program groups of the two boards. On the same test in the previous year, both primary-entry groups had significantly higher mean scores than the late-entry group in the same board.

2. At each grade level from 8 through 12 a significant increase in equated mean score was found in most cases between each grade level and the next in 1982. When scores of students at these grade levels were compared with their grade 8 scores it was also found that the differences tended to be significant.

French Writing - Grade 10 (Chapter Three)

1. When samples of grade 10 students' writing were analyzed, no significant differences were found between the primary- and late-entry groups in either board on the holistic rating, nor on five categories of analytic scores. When the groups from Ottawa and Carleton were combined, on the Word Choice scale the primary-entry group had significantly more ratings in the higher range than the late-entry group.

2. In a detailed analysis of errors, about 60 per cent of the errors were classified as involving various linguistic elements, with verb errors being the most common (20 per cent). Another 20 per cent of errors were classified as technical (spelling, punctuation, etc.).

3. A separate analysis of anglicisms showed that about 10 per cent of the total number of errors were placed in this category, but it is possible that a larger proportion might have been so classified if other criteria had been used. There was little difference between primary- and late-entry groups in the proportions of errors of various kinds.

Public Service Commission Tests - Grade 10 Primary-Entry (Chapter Four)

1. These grade 10 Ottawa primary-entry students who took the Public Service Commission Language Knowledge Examination 400B series of tests were the first to do so, although previous groups of late-entry students had taken it. Like the earlier groups, these primary-entry students, on average, achieved Level B, the highest level attainable on these tests, on French reading, writing and listening, but only Level A in speaking. In addition, a greater proportion reached the B level in listening and writing than in reading.

French Speaking Test (Structures) - Grades 8 and 10 Primary- and Late-Entry Immersion (Chapter Four)

1. On a locally constructed French speaking test which examined students' oral command of certain grammatical structures, it was found that the primary-entry groups at grades 8 and 10 performed better, on the whole, than did the late-entry groups. In addition, the grade 10 groups had higher mean scores than the corresponding grade 8 ones.

French Interview Test - Grade 12 Late-Entry Immersion (Chapter Five)

1. No significant difference was found between the Ottawa and Carleton grade 12 late-entry groups in the distributions of linguistic ratings assigned to the samples of students who had taken the French interview test. More students scored at Level 2 than at any other other level; this rating indicates that subjects can speak well enough to satisfy routine social and limited professional needs.

2. An error analysis of these taped interviews indicated that the frequency and categories of errors in the late-entry groups from both boards tended to be similar. About 10 per cent of these were classed as errors which were anglicisms or caused by the influence of English and over 20 per cent were considered to involve lack of suitable vocabulary. Errors involving linguistic elements in speech occurred most frequently in the categories of verbs, articles and prepositions (40 to 50 per cent in all).

French Listening Comprehension - Grades 9 and 11 (Chapter Six)

1. At both grades 9 and 11, and in both boards, the primary-entry group had a higher mean score than the late-entry group at the same grade level; this differences was statistically significant for all cases but Ottawa grade 11, where a small number of students was involved.

2. The grade 11 groups all scored higher than the corresponding grade 9 ones; these differences were significant for Carleton but not for the smaller Ottawa groups.

3. In most cases when 1982 results were compared to those of earlier years primary-entry groups had significantly higher scores than late-entry groups at the same grade level, and the results for corresponding groups in different years were similar.

Surveys for Grade 12 and Graduate Groups (Chapter Seven)

1. In the spring of 1982 grade 12 bilingual-program students in Ottawa and Carleton completed questionnaires designed to examine their assessment of the program they had followed and to obtain information about their plans. Although groups from Ottawa and Carleton and from the Ottawa Separate Board had experienced different programs in earlier years, responses from all groups were similar.

2. Almost all repondents still in grade 12 planned to continue to grade 13 and at least 80 per cent anticipated a post-secondary program. Most students felt fairly confident in their ability to use French, especially in listening and reading, and most felt French would be useful to them, especially in the job market.

3. Although less than half of the graduates of the bilingual program who responded to the questionnaire had taken a course in French at the university level, about two thirds of them described experiences since leaving school which had given them opportunities to use and improve their French.

4. Three major concerns about the bilingual program were mentioned frequently by both grade 12 and graduate groups: need for a wider selection of courses in French, more emphasis on speaking French and on using it outside the classroom, and better teachers, qualified both in the language and in the subject matter taught. On the whole, the bilingual-program graduates noted more positive than negative effects of their choice of program.

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Chapter One

INTRODUCTION

THE 1982 CONTRACT

For nine years evaluations of second language (French) programs in the Ottawa and Carleton Boards of Education have been carried out by the Research Centre of the Ottawa Board of Education through a series of annual contracts with the Ministry of Education of Ontario. Previous reports have dealt with various aspects both of core programs at the elementary level and of the immersion or bilingual programs in the upper elementary and high school grades.

In 1982 the main emphasis of the contract with the Ministry of Education was the examination of French proficiency of primary- and late-entry immersion students in bilingual high school programs at the grade 10 level. In the previous year, for the first time graduates of the primary-entry immersion program were present at this level in sufficient numbers to test and it was thus possible to compare the French proficiency of the two major groups at the grade 10 level. In addition, an attempt was made to develop additional tests or testing procedures to examine speaking and writing skills at this grade level.

The contract also called for a continuation of the tracing of students who had begun kindergarten in immersion or comparison English classes in 1971 or 1974 in order to be able to identify students for later testing and to make comparisons of the retention rates in different programs. A follow-up study of grade 12 and 13 students who had completed high school bilingual programs was begun, with particular attention to French language courses taken and to use of the second language in other situations.

The remainder of this chapter provides a description of the programs and groups studied and the instruments used in 1982; Chapters Two through Six deal with the French proficiency of groups of students in immersion programs in grades 8 through 12. Each of these chapters contains the results of the measurement of one aspect of this proficiency. Chapter Seven summarizes the views of grade 12 and graduate groups of bilingual-program students, as expressed in questionnaires given to these groups. A summary of the report is provided in Chapter Eight.

PROGRAMS AND GROUPS STUDIED

During kindergarten and grade 1 instruction is only in French for the primary-entry immersion program in both Ottawa and Carleton. From grade 2 on, there is a gradual increase in the time spent in English until by grade 6 about half the time is spent in each language. In Ottawa, late-entry immersion students enter their program in grade 6 after following a core French program for 40 minutes daily. The pupils in the Carleton groups being studied entered their late-entry program in grade 7 after a core program of 20 minutes per day from kindergarten to grade 5 and 40 minutes in grade 6. In Ottawa, graduates from both the primary- and late-entry programs, along with students having various other backgrounds, attend three secondary schools that offer bilingual programs. The situation has differed for some of the Carleton groups in the present study, with the primary-entry graduates being largely grouped at two schools and the late-entry ones at three others.

Table 1.1 indicates the cumulative hours of French instruction received up to the end of the 1981-82 school year by students in grades 8 through 12 of primary- and late- entry immersion programs in Ottawa and Carleton. Students from the Ottawa Board's late-entry immersion program in grades 11 and 12 have received fewer cumulative hours of French instruction prior to high school than students in the grade 8, 9 and 10 groups. The grade 11 and 12 groups received only 20 minutes of French daily prior to entering immersion in grade 6 whereas the other groups received 40 minutes of French instruction daily before entering their late immersion program. A more detailed table showing the amount of time at each grade level will be found in Appendix A.

TABLE 1.1

CUMULATIVE HOURS OF FRENCH FOR STUDENTS IN GRADES 8 TO 12, OTTAWA AND CARLETON, BY SPRING 1982

	Cumulative number of hours of French instruction			
	Primary-entry (EFI)		Late-entry (LFI)	
	Ottawa	Carleton	Ottawa*	Carleton*
Grade 8	5580	5400	2520	1910
Grade 9	6030	5780	2970	2180
Grade 10	6480	6160	3420	2450
Grade 11	6900	6360	3490	2720
Grade 12	--	--	3940	2990

* See details in text concerning late-entry programs.

It may be seen that Ottawa late-entry students had accumulated about 600 more hours of French instruction by the end of grade 8 than those in the Carleton late-entry program, since the two boards offered different amounts of instructional time in French in both core and

and late-entry immersion programs. Future cohorts will have had more similar amounts of time when Carleton students have followed that board's new 40-minute core program from kindergarten to grade 6.

Carleton students in the three high schools involved take varying numbers of courses in French each year, usually decreasing the number in the upper grade levels. The number of hours of French instruction in high school as shown in Table 1.1 is based on the assumption that the Ottawa high school program for late-entry graduates includes 50 per cent French and that for Carleton about 30 per cent. It will be seen that by grade 10 Ottawa late-entry students had accumulated about 1000 hours more French instruction than the Carleton group.

The cumulative times in French for the Ottawa and Carleton primary-entry graduates were similar, provided the students had taken four subjects in French at each of the first two high school levels and two or more at each of the succeeding years. This is usually the case in Ottawa; in Carleton, students have the option of taking from one to four courses in French each year, although almost all had a total of at least five by the end of grade 10. The cumulative time shown in the table is the average for the students included in the analyses.

Table 1.2 indicates the groups tested at grades 8 through 12. All bilingual-program classes at these grade levels were tested and the table indicates the number of students in each program, as well as the number of schools and classes represented. It may be seen that in each case the total number of students present in the programs is considerably greater than the number of students whose scores were included in the analyses. Students were usually included in the primary-entry analysis group if they had been in the program since grade 4 or earlier, while the late-entry analysis groups included those students who had experienced the full Ottawa or Carleton program. In all cases, an additional criterion for inclusion in a high school analysis group was enrolment in the appropriate French language course.

TABLE 1.2

BILINGUAL-PROGRAM GROUPS TESTED, OTTAWA AND CARLETON, SPRING 1982

Group		Number of			
		Students in program	Students used for analysis	Classes	Schools
Grade 8:	OBE Primary-entry	179	130	9	7
	OBE Late-entry	124	76	5	5
	CBE Primary-entry	274	215	12	6
	CBE Late-entry	284	185	11	6
Grade 9:	OBE Primary-entry)	245*	105)	12*	3
	OBE Late-entry)		33)		3
	CBE Primary-entry	124	82	6	2
	CBE Late-entry	195	88	7	3
Grade 10:	OBE Primary-entry)	223*	79)	11*	3
	OBE Late-entry)		45)		3
	CBE Primary-entry	68	22	3	2
	CBE Late-entry	101	66	4	3
Grade 11:	OBE Primary-entry)	176*	20)	8*	3
	OBE Late-entry)		47)		3
	CBE Primary-entry	69	36	3	2
	CBE Late-entry	91	61	4	3
Grade 12:	OBE Late-entry	163	43	6	3
	CBE Late-entry	91	32	3	3

* Students from primary- and late-entry immersion were mixed in most of these classes, along with students with other varying backgrounds.

INSTRUMENTS

The tests used at the various grade levels were selected in order to examine the four skills of reading, writing, listening and speaking. The following paragraphs describe in a general way the instruments used. Additional details will be given in the relevant chapter.

Tests de français, secondaire I, III and IV (Chapter Two).

This series of tests was developed within the Quebec school system to measure reading and language usage of its francophone students. One or more of the levels for Secondaire I, III and IV were used in 1982 with bilingual-program students in grades 8 through 12.

The Secondaire IV level was intended for use with grade 10 francophone students in Quebec. Only the last 60 items, concerning vocabulary, paragraph completion, and identification of grammatical errors, were administered in 1982 to students in grades 10 through 12.

The Secondaire III level of the Quebec series of tests was given to several classes at each of grades 8 and 10, as well as to all grade 9 classes, in order to establish a relationship between this and other levels of the test, using the equipercentile method. The 35-item test was designed for the third year (grade 9) of the Quebec five-year sequence and measures reading and language usage.

All the grade 8 students took the Secondaire I level of the Test de français. This 35-item test is the level of the series designed for Quebec francophone students in Secondaire I (the first year of the five-year secondary sequence).

French Writing (Chapter Three).

The stimulus used to elicit French written expression from the grade 10 students tested took the form of a persuasive letter on a subject likely to evoke strong opinion on the part of all students. The scoring of these letters was fairly detailed and lengthy and was done by a native francophone with an excellent knowledge of the language structure. Scores made on a holistic basis and also those given for each of five individual categories will be described in detail in the section reporting the results of this test, as will be the error analysis also performed on each letter.

Public Service Commission Test (Chapter Four).

During the spring of 1982 a number of primary-entry grade 10 students from Ottawa Board schools took the Public Service Commission's series of tests known as the *Language Knowledge Examination 400B*. Although late-entry students had done these tests in previous years, this was the first time results were available for their primary-entry counterparts. This series of tests includes tests of the four French skills of speaking (oral expression), listening (aural comprehension), reading and writing. The first part of the *Speaking* test is designed to assess proficiency with particular grammatical elements. The second part requires the candidate to respond, in a complete sentence, to a series of questions on familiar matters. In the third subtest, the candidate is asked to construct a question, request or statement in French based on specific information given in English. In the first section of the *Listening* test the candidate must identify the most appropriate response for each of the questions posed. In the second part of the test, the student is asked to respond to questions about a series of recorded passages. The Reading test consists of a number of French selections, each of which is followed by a series of multiple-choice items. In the Writing test, the candidates are to identify the alternative which grammatically completes a statement or to find a word or group of words which contains an error.

The tests described are the instruments used by the Public Service Commission to establish two levels of bilingualism, Levels A and B. A third level (C) is required for certain job classifications demanding a superior degree of French proficiency and is established by the use of another test. Thus the bilingual-program students tested could not attain a Level C designation. A description of the three levels of bilingualism is provided in Chapter Four.

French Speaking Test (Structures) (Chapter Four).

This test was devised in an attempt to determine the degree of competence with respect to the production of certain grammatical structures. In each of 22 items a question was asked in anticipation of the candidate using a certain structure in the response. Only the structure itself was considered in the scoring. Further details about the test and the scoring procedures used will be found in the section on results of this test.

Foreign Service Institute Interview Test (Chapter Five).

The function of this half-hour interview test is to lead the examinee, through well thought-out procedures and in a relatively short period of time, to use the language sufficiently to allow the tester to accurately identify the level of competence on a five-point scale. Thus, the final score is not a total score indicative of the number of correct responses, but rather a rating based on the total evaluation of the candidate, using a scale representing different levels of competence. Details of samples and scoring procedures, as well as a description of the linguistic levels, will be given in the section describing results of this test.

IEA French Listening Comprehension Test, Population IVS (Chapter Six).

This 37-item listening test is at the most difficult level of the series of tests in French as a second language developed by the International Association for the Evaluation of Educational Achievement (Carroll, 1975). Although tests of the other skills are available and have been used with previous groups, the listening test was the only one of the series to be administered in the spring of 1982 and was given to students at grades 9 and 11. In it the student is required to select from pictured or written alternatives, the correct answer to questions about the recorded French selections.

Chapter Two

TEST OF FRENCH READING AND LANGUAGE USAGE, GRADES 8 TO 12

The 1982 contract called for a cross-sectional examination of French proficiency of students in grades 8 through 12 who were enrolled in a bilingual program, with the main emphasis on the grade 10 groups. No single instrument was available which was considered to be suitable for use at all the grade levels. However, a series of tests developed in Quebec for francophone students appeared to be most appropriate, and also it provided the possibility of comparison with previous years. Therefore, students in each grade level from 8 through 12 took at least one level of the Quebec Test de français. In addition, some students at selected grade levels also took a second level of this test of French reading and language usage (described more fully in the introduction) in order to allow the equating of scores on one level of the test to those on another.

GRADE 10 GROUPS STUDIED

In the Ottawa Board, 13 high school credits are required in order to obtain the "bilingual certificate" granted by that board. Students from both primary- and late-entry immersion attend one of the three high schools offering courses leading to this certificate. Placement tests are used at each of these schools to help assign students to classes at the grade 9 level according to their proficiency in French. They tend to take four courses in each of grades 9 and 10, leaving at least five courses to be taken in the later years of high school.

In Carleton, however, the situation is somewhat different. The students at the grade 10 level in 1982 could have attended one of three high schools if they had been in the late-entry program previously, while students from primary-entry attended two other high schools. There is some difference in the cumulative amount of time devoted to French at different schools; by the end of grade 10 the number of courses taken by most students ranged from 5 to 8 for primary-entry groups and from 4 to 6 for late-entry. Students with fewer courses were not included in the samples presented in this chapter.

For the primary-entry groups it was possible to identify two small subgroups in Carleton schools: those who had taken a total of seven or eight courses in French and those with five or six. Although in the previous year little difference had been found between these two subgroups at the grade 10 level, in the spring of 1982 it was found that the groups with the greater number of courses had a mean score on the Test de français IV that was significantly higher ($p < 0.05$). The groups have been combined to make a larger group when reporting results in the tables in this chapter, but comparisons have also been made for the subgroups. Where significant differences were found, these are mentioned in the text.

COMPARISONS AMONG GRADE 10 GROUPS

The results of the Test de français IV for the grade 10 primary- and late-entry groups from each board are presented in Table 2.1. The only significant difference was between the Carleton primary-entry and Ottawa late-entry groups. Differences in mean score between the two Ottawa and between the two Carleton groups were not significant, nor were those between means for groups in the same program in the two boards. In addition, the mean of the small Carleton primary-entry group with seven or eight courses was significantly higher than that of the Ottawa primary-entry group, as well as that of the Carleton group with fewer courses, as mentioned earlier.

TABLE 2.1

TEST DE FRANCAIS, SECONDAIRE IV, TOTAL SCORE,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Group	Test de français, secondaire IV (Max 60)		
	Mean	SD	N
From primary-entry:			
Ottawa 8 courses (about 6500 hours)	22.8	6.3	79
Carleton 5-8 courses (6000-6250 hours)	26.2*	6.5	22
From late-entry:			
Ottawa (3420 hrs)	21.6	6.3	45
Carleton (2450 hrs)	22.4	5.2	66

* Mean of this group significantly greater than that of the late-entry group in the Ottawa Board.

Table 2.2 contains results for the individual sections of the Test de français for the same groups. The only significant difference was in the spelling (orthographe) section, where the combined Carleton primary-entry students surpassed the comparable Ottawa group, as well as the two late-entry groups.

TABLE 2.2

TEST DE FRANCAIS, SECONDAIRE IV, PART SCORES,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Group	Paragraphes (Max 15) Mean	Paragraphes (Max 15) SD	Vocabulaire (Max 15) Mean	Vocabulaire (Max 15) SD	Orthographe (Max 30) Mean	Orthographe (Max 30) SD	N
From primary-entry:							
Ottawa 8 courses (about 6500 hours)	6.4	2.2	5.9	2.4	10.4	3.9	79
Carleton 5-8 courses (6000-6250 hours)	6.6	2.6	6.8	3.0	12.8*	3.8	22
From late-entry:							
Ottawa (3420 hrs)	6.0	2.3	6.2	2.5	9.4	3.4	45
Carleton (2450 hrs)	6.1	2.4	5.9	2.3	10.4	3.0	66

* Mean of this group significantly greater than that of the comparable group in the Ottawa Board.

COMPARISON WITH FRANCOPHONE NORMS

It is also possible to compare the results in Table 2.2 with those achieved by the Quebec francophone norming group at secondaire IV, shown in Table 2.3. In the section on paragraphs the means of the various groups were very similar and fell between the 30th and 40th percentiles. In other words, for the best of the groups the average student has a score which is higher than that for about 40 per cent of the francophone students. On the vocabulary subtest, the mean scores ranged from about the 20th to the 30th percentile. The means on the spelling section showed the average student in each of the two late-entry groups falling between the 10th and 20th percentiles, while in the primary- entry groups the typical student was between the 20th and 30th percentiles.

TABLE 2.3

NORMATIVE DATA FOR TEST DE FRANCAIS, SECONDAIRE IV,
ADAPTED FROM PROVINCE OF QUEBEC FRANCOPHONE NORMS, 1975-76

Percentile	Raw score		
	Paragraphes	Vocabulaire	Orthographe
98-99	14-15	15	27-30
95	13	14	24-26
90	12	13	22-23
85	11	12	21
80	10	11	20
70		10	18-19
60	9		17
50	8	9	15-16
40	7	8	14
30	6	7	12-13
20	5	6	10-11
10	4	5	8-9
5	3	3-4	5-7
1	0-2	0-2	0-4

COMPARISON WITH GRADE 10 GROUPS OF PREVIOUS YEARS

It is possible to compare the results on the Test de français, secondaire IV, in the spring of 1982 to those of grade 10 groups tested with the same instrument the previous year. The results of both years will be found in Table 2.4.

TABLE 2.4

TEST DE FRANCAIS, SECONDAIRE IV, GRADE 10, OTTAWA AND CARELTON, 1981 AND 1982

	Paragraphes		Vocabulaire		Orthographe		Total		
Group	Mean	SD	Mean	SD	Mean	SD	Mean	SD	N
From primary-entry:									
Ottawa 1981	6.2	2.2	6.8*	2.9	12.4*+	4.3	25.4*	7.3	29
Ottawa 1982	6.4	2.2	5.9	2.4	10.4	3.9	22.8	6.3	79
Carleton 1981	7.0*	2.9	7.6	2.8	13.3*	5.1	27.9*	8.9	40
Carleton 1982	6.6	2.6	6.8	3.0	12.8#	3.8	26.2	6.5	22
From late-entry:									
Ottawa 1981	5.3	2.2	5.0	2.9	9.4	3.8	19.7	6.4	61
Ottawa 1982	6.0	2.3	6.2+	2.5	9.4	3.4	21.6	6.3	45
Carleton 1981	5.6	1.8	6.4#	2.2	9.9	3.8	21.9	5.4	61
Carleton 1982	6.1	2.4	5.9	2.3	10.4	3.0	22.4	5.2	66

# Mean of this group significantly greater than that of the comparable group in the other board and in the same year ($p < 0.05$)

* Mean of this group significantly greater than that of the late-entry group in the same board in the same year ($p < 0.05$)

+ Mean of this group significantly greater than that of the comparable group in the same board the other year ($p < 0.05$)

It may be seen in Table 2.4 that in 1982 there were fewer significant differences between groups than there had been in the previous year. In 1981 the primary-entry group in each board had a significantly higher mean score than the late-entry one on the total as well as on several part scores.

In only two cases were there any significant differences between the mean scores achieved by groups in the same program and board between the two years. In Ottawa the 1981 primary-entry group had a higher mean than the 1982 one on the spelling subtest, while on the vocabulary subtest the 1982 late-entry group scored higher than the previous year's group. These differences do not appear to represent any kind of trend.

TESTS DE FRANCAIS I, III AND IV: GRADES 8 TO 12, 1982

Bilingual program students in grades 8 through 12 were tested using an appropriate level of the Test de français. The grade 8 students took Level I, grade 9 Level III, and grades 10 through 12, Level IV. In addition, a number of classes at each of grades 8 and 10 also took Level III in order to provide normative data to enable the comparison of scores on the various levels of the test. Percentile norms were calculated at each of these two grade levels using groups of 270 and 100, respectively. Table 2.5 gives the results of this equating procedure using the equipercentile method.

TABLE 2.5

EQUIVALENT SCORES ON TEST DE FRANCAIS I, III AND IV
(Based on scores of 270 grade 8 and 100 grade 10 students,
Ottawa and Carleton, Spring 1982)

Français I	Français III	Français IV*
--	30	32
30	28	30
28	26	27
26	24	23
24	22	21
22	20	19
20	18	17
18	16	16
16	14	14
14	13	13
12	12	11
10	8	--

* Last 60 items

At grade 10 it was possible to check the accuracy of the conversion method used with the various levels of the Test de francais in grades 8 through 12. A group of over 80 students wrote both the Level III and Level IV. When the mean of the conversion from the Level IV to Level III was compared to that of the actual Level III scores, it was found that the means were almost identical.

Table 2.6 gives the cross-sectional results on the level of the Test de français taken by each of grades 8 through 12, and Table 2.7 shows the Test de français III equivalent of these scores, using the conversion process described where necessary. It will be seen in Table 2.6 that in Carleton the mean score of the primary-entry group was significantly higher than that of the late-entry group at grades 8, 9 and 11, while in Ottawa the difference in mean score between the two program groups was significant only at grade 8.

TABLE 2.6

TEST DE FRANCAIS I, III AND IV, GRADES 8 TO 12, OTTAWA AND CARLETON, SPRING 1982

Grade and group		Français I			Français III			Français IV		
		Mean	SD	N	Mean	SD	N	Mean	SD	N
Gr. 8	OBE EFI	20.6#	4.4	128						
	OBE LFI	17.8	4.3	76						
	CBE EFI	21.3#	4.5	215						
	CBE LFI	18.1	4.3	117						
Gr. 9	OBE EFI				21.2	4.9	105			
	OBE LFI				20.2	3.9	33			
	CBE EFI*				22.4#	4.9	82			
	CBE LFI				20.5	4.1	88			
Gr. 10	OBE EFI							22.8	6.3	79
	OBE LFI							21.6	6.3	45
	CBE EFI*							26.2	6.5	22
	CBE LFI							22.4	5.2	66
Gr. 11	OBE EFI							28.3	10.1	20
	OBE LFI							23.8	7.0	47
	CBE EFI*							31.6#	8.3	35
	CBE LFI							24.5	6.4	55
Gr. 12	OBE LFI							27.4	6.4	43
	CBE LFI							28.8	9.5	32

* Mean score for entire group of students regardless of number of courses taken.

# Mean of this group significantly greater than that of the late-entry group in the same board ($p < 0.05$).

TABLE 2.7

TEST DE FRANCAIS SCORES CONVERTED TO SECONDAIRE III, GRADES 8 TO 12, OTTAWA AND CARLETON, SPRING 1982

Grade and group		Francais III		
		Mean	SD	N
Gr. 8	OBE EFI	18.9*	4.3	128
	OBE LFI	17.1	4.3	76
	CBE EFI	18.8*	4.9	146
	CBE LFI	16.2	4.3	117
Gr. 9	OBE EFI	21.2*	4.9	105
	OBE LFI	20.2*	4.0	33
	CBE EFI	22.4*	4.9	82
	CBE LFI	20.5*	4.1	88
Gr. 10	OBE EFI	23.7	5.9	79
	OBE LFI	23.0	5.6	45
	CBE EFI	25.6	4.1	22
	CBE LFI	23.4	4.2	66
Gr. 11	OBE EFI	27.3	10.1	20
	OBE LFI	24.5	7.1	47
	CBE EFI	30.0	8.3	35
	CBE LFI	24.8	6.4	55
Gr. 12	OBE LFI	26.3	6.6	43
	CBE LFI	27.8	9.3	32

* These were obtained scores, not converted ones.

For the scores shown in Table 2.7 a comparison was made for the group in the same board and program at different grade levels. As one would expect, there was an increase in the mean score from grade to grade for each of the four programs. These differences were significant between grades 8 and 9 and between 9 and 10 for the Ottawa primary-entry group; between grades 8 and 9 and between 10 and 11 for the Carleton primary-entry group; between grades 8 and 9 and between 9 and 10 for late-entry in Carleton. The differences between grades were not significant for the Ottawa late-entry groups.

Figures 2.1 and 2.2 show graphically the cross-sectional mean scores in both boards from grade 8 through grade 12, using the Test de français III equivalent of the test actually used. It will be seen in these figures that, for both program groups, the curves for the two boards show the same trends. The grade 11 primary-entry groups represent the first cohort of students in this program in Ottawa and Carleton and no information was available regarding the ability of the various groups.

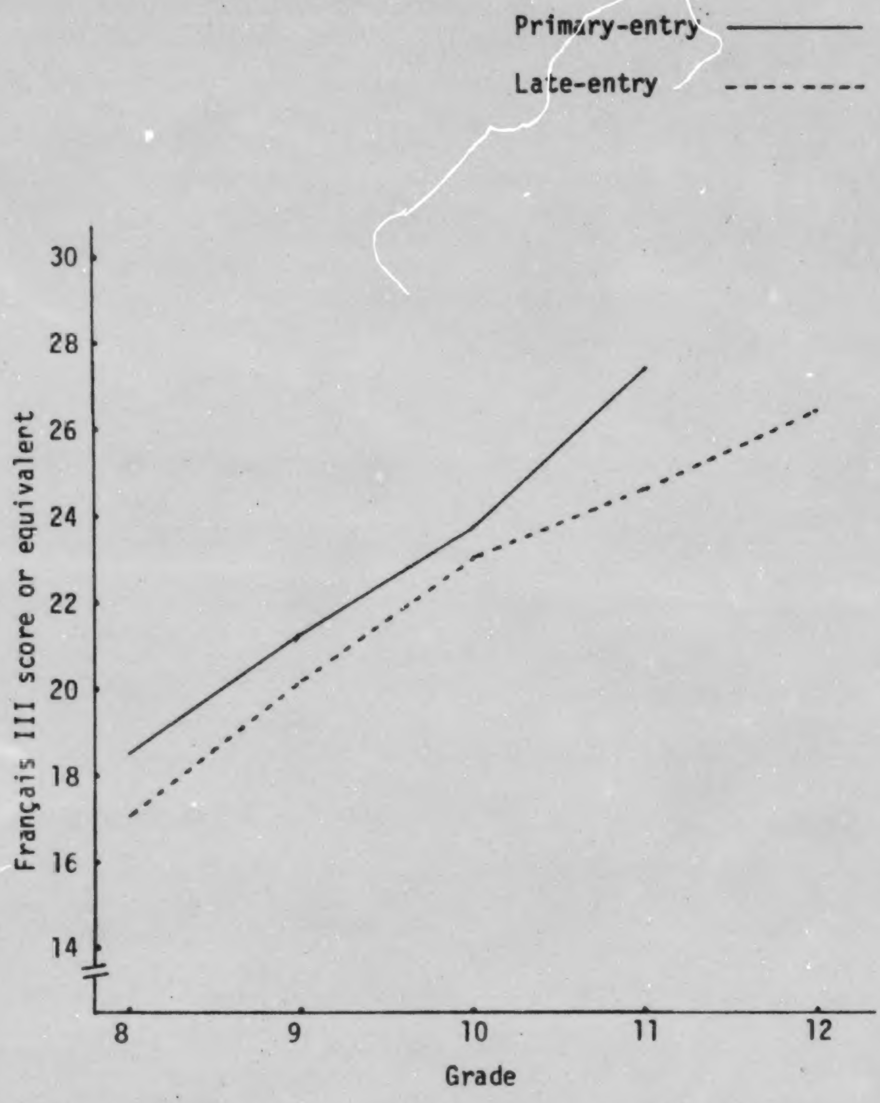
COMPARISON WITH GRADE 8 SCORES

Since most of the grade 10 students tested in the spring of 1982 had taken the Test de français, secondaire I, in the spring of 1980 at the end of their grade 8 year a comparison between their grade 8 and 10 scores was possible. Using equipercentile methods both sets of scores were converted to Francais III scores to enable comparisons to be made. In the many cases where a grade 10 student had written the Level III test, the actual score was used instead of the conversion.

Table 2.8 shows the scores for both years for the group of students who had scores on the appropriate tests in both grade 8 and grade 10. In the case of each group it was found that the grade 10 score was significantly higher than the grade 8 one had been. Both primary-entry groups increased their mean score by about 15 per cent while the increases for the Ottawa and Carleton late-entry groups were 22 and 32 per cent respectively.

FIGURE 2.1

TEST DE FRANCAIS III OR EQUIVALENT, PRIMARY- AND LATE-ENTRY BILINGUAL-PROGRAM GROUPS, GRADES 8-12, OTTAWA, SPRING 1982



34

FIGURE 2.2

TEST DE FRANCAIS III OR EQUIVALENT, PRIMARY- AND LATE-ENTRY BILINGUAL-PROGRAM GROUPS, GRADES 8-12, CARLETON, SPRING 1982

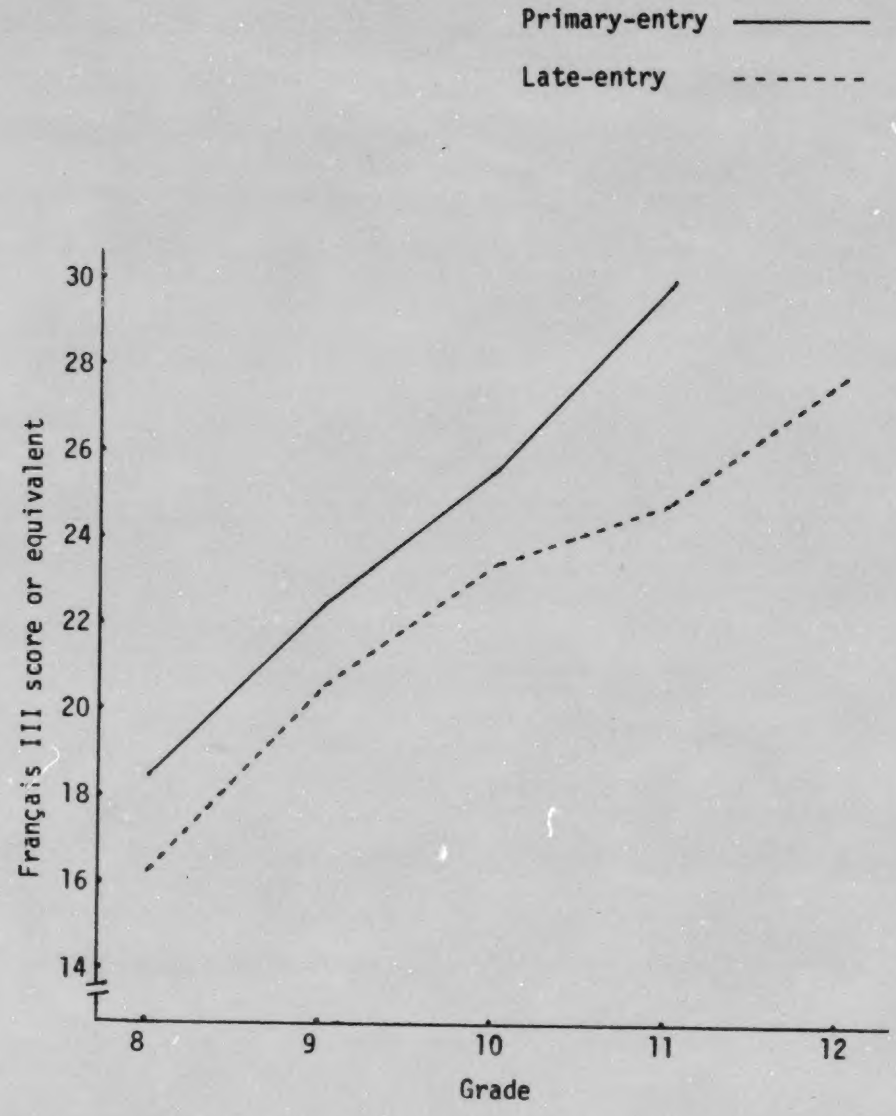


TABLE 2.8

TEST DE FRANCAIS, SECONDAIRE III,
GRADE 8 AND GRADE 10, OTTAWA AND CARLETON, 1980 AND 1982

	Grade 8 score			Grade 10 score		
Group	Mean	SD	N	Mean	SD	N
From primary-entry						
Ottawa	19.9	4.2	68	23.4**	5.9	68
Carleton	23.1	4.0	20	26.1*	4.1	20
From late-entry						
Ottawa	18.1	4.7	40	22.6**	5.6	40
Carleton	17.2	3.4	57	22.8**	4.2	57

* Mean of this group significantly greater than the grade 8 score of the same group ($p < 0.05$)

** Mean of this group significantly greater than the grade 8 score of the same group ($p < 0.001$)

Note: The grade 8 scores were converted from Test de français I scores, using the equipercentile method. For grade 10 students who wrote only the Test de français IV, scores were also converted to Secondaire III.

For a sizeable group at each grade level tested, scores on the Test de français were available from the end of their grade 8 year. For grades 9 to 12 the mean scores from both years were converted to Secondaire III and then compared to determine growth in the skills measured by this particular test. These scores are shown in Table 2.9.

Until grade 12, the trend was for the increase in means from grade 8 to grow successively larger as the grade level increased. Each of the grade 10, 11 and 12 group means shown was significantly higher than the corresponding grade 8 mean. For the late-entry groups at the grade 12 level, it will be noted that the grade 8 means were larger than for the other late-entry groups.

For grades 8 tc 11 it can be observed that the size of the gain was greater for late-entry than for primary-entry groups at the same grade level and in the same board, but no attempt was made to determine the significance of these differences.

TABLE 2.9

GAIN SCORES SINCE GRADE 8 IN EQUIVALENT OF FRANCAIS III, OTTAWA AND CARLETON, SPRING 1982

1981-82 Grade and group		Grade 8		Spr. 1982		Gain
		Mean	N	Mean	N	
Gr. 9	OBE EFI	20.9	90	21.2	90	0.3
	OBE LFI	18.8	32	20.2	32	1.4
Gr. 10	OBE EFI	19.9	68	23.4	68	3.5
	OBE LFI	18.1	40	22.6	40	4.5
	CBE EFI	23.1	20	26.1	20	3.0
	CBE LFI	17.2	57	22.8	57	5.6
Gr. 11	OBE EFI	20.5	20	27.4	20	6.9
	OBE LFI	15.8	39	24.4	39	8.6
	CBE EFI	25.1	32	29.2	32	4.1
	CBE LFI	15.9	57	24.8	57	8.9
Gr. 12	OBE LFI	21.6	39	26.4	39	4.8
	CBE LFI	24.0	30	27.3	30	3.3

SUMMARY

Bilingual-program students in grades 8 through 12 took at least one level of the Test de français, a series developed in Quebec for use with francophone students in that province. Some students in grades 8 and 10 also took a second level of the test in order to permit relating scores on one level of the test to those on another.

At grade 10 there were no significant differences in total score between the Ottawa primary- and late-entry groups, between the Carleton combined group (5 to 8 courses in French in high school) and the Carleton late-entry group, or between the corresponding program groups of the two boards.

In the previous year, on the same test, both grade 10 primary-entry groups had significantly higher mean scores than the late-entry group in the same board on the total as well as on several part scores.

When the mean scores at each grade level and group were equated using the equipercentile method and compared on a cross-sectional basis, an increase in mean score was found between each grade level and the next; these differences were significant in most cases. For both program groups the growth curves for the two boards are very similar and close to being linear.

It was also possible to compare the scores of many of the students in grades 9 to 12 with their grade 8 scores, using the equipercentile method. When the gains from grade 8 were examined for groups of students in each program and from both boards, it was generally found that the size of the gain grew successively larger as the grade level increased; the late-entry groups also made greater gains than the primary-entry groups.

Chapter Three

FRENCH WRITING, GRADE 10

Although in previous years FRENCH Project evaluations had included the assessment of compositions of grade 8 immersion students, samples of free written expression had not been collected from high school bilingual-program students. As there were sizeable groups of both primary- and late-entry students in a grade 10 bilingual program, and since the main thrust of the 1982 contract with the Ministry of Education was aimed at grade 10, it was deemed most important to obtain from these students a sample of writing for detailed analysis. Since this was not the first group of primary-entry students in either Ottawa or Carleton, it was also felt that this group might be more similar to later ones than to the experimental early groups. More details about the grade 10 groups tested in the spring of 1982 are found in the two preceding chapters.

DESCRIPTION OF INSTRUMENT AND SCORING PROCEDURES

The stimulus used to elicit French written expression from the grade 10 students tested took the form of a persuasive letter on a subject likely to evoke strong opinions in all students, regardless of their backgrounds and interests. The students were not to be scored on any aspect of letter construction, since only the writing in the body of the letter was of interest; they were, in fact, instructed not to include anything other than the opening salutation and the closing.

The detailed scoring of these letters was done by native francophones with an excellent knowledge of the language structure. The scoring procedures, used for the first time in this context, were influenced by the scoring systems used in other evaluations of writing in the province (Evans, 1976; Lapkin, 1979) and by studies done in the United States (Anderson and Stiggins, 1982). The students' writing was rated both for general impression and on specific characteristics, using a rating scale from 1 (low) to 5.

Initially a "holistic" score of from 1 to 5 was given for a first rapid overall impression. Although such specific traits as organization, syntax, originality and vocabulary undoubtedly influence a reader's judgment, these were not to be directly considered at this time. The scorer was instructed to establish a scale by reading about 15 of the letters and arranging them so that all the ratings from one to five were covered, although the number of students scoring at each level could differ. These would be reread to ensure agreement with the first decision and then these scores would serve as the guide to future scoring. In practice, it was found that these initial papers appeared to have somewhat lower scores, on the whole, than did the entire group. As a result, the final distributions tended to have more scores in the upper ranges. However, it is still possible to examine relative differences in the distribution, although it should be remembered that a score of 5 was relatively common and was given to writing which was still in need of improvement.

A rating of from 1 to 5 was also given on each of five additional scales: Word Choice, Technical Skills, Grammatical Skills, Content and Ideas, and Organization/Paragraph Structure. Word Choice referred to the degree to which the language was varied and imaginative and the wording was appropriate to the purpose and audience. Technical Skills included those of punctuation, capitalization and spelling, while Grammatical Skills related to sentence complexity and variety, accuracy of sentence construction, syntax, etc. The rating for Content and Ideas was based on the opinions or arguments presented, the completeness, balance and relevance of presentation, and also the adequacy, pertinence and economy of detail. Organization/Paragraph Structure had to do with sense of order and with ability to stay on topic and to relate all details to a central idea or argument. In this rating, the arrangement of sentences and paragraphs was also considered with respect to the optimal development of content and ideas.

The method of arriving at each of the analytic ratings was somewhat different from that used for the holistic scores. All papers were scored for one trait at a time, using a written description of each of the five ratings. It appears, however, that the scorer may have been somewhat influenced by the overall ability of the group and tended to score the highest performers at the top of the scale, even when their writing did not actually fit the verbal description. Again, it is still possible to compare the results from one trait to another, or from one group to another.

In addition to the holistic and analytic ratings just described, an analysis of the errors in each writing sample was carried out. Errors were classified as being of two basic types: those involving linguistic elements and other types of errors. The linguistic elements considered included various parts of speech, with articles and negations being identified as separate elements. In general, errors within these categories could include such things as inappropriate choice of a word, omission, redundancy or lack of agreement. Within the verb category, many types of error were possible, including those pertaining to tense or tense sequence and those related to the actual structure of the word used.

Other types of error included categories for style, punctuation, word order, lack of vocabulary, and spelling. If any errors seemed to be influenced by English usage, they were noted as such and a separate tabulation kept. The various categories of error are described more fully, with examples, in a later section of this chapter.

SCORER RELIABILITY

For both the holistic scoring and the scoring of the various traits an attempt was made to ensure high reliability of the scoring and avoid rater drift. One scorer was responsible for the holistic scores of all the letters and a second one for the scoring of the individual traits and the error analysis. Thus, in this situation, inter-scorer reliability was not a concern, but the possible problem of inconsistency of either scorer over time needed to be avoided, especially when there was a lapse of time between scoring sessions. For both holistic and analytic ratings, the scorers were instructed to rescore several papers after completing the rating of letters from several classes. If the two sets of scores did not agree closely, the scorer rescored the papers most recently done until she found better agreement between the two sets.

This type of check on the intra-scorer reliability, done when the scoring was partially completed, showed that there had indeed been some minor inconsistencies. These tended to balance each other out and seldom represented a change of more than one point from the original score. For the holistic score, nine of the 15 papers rescored were given the same score, two one higher, and four one less. When the averages of the two sets of scores were calculated, there was a difference of only 0.1. A further check on several of the analytic scores for a comparable set of papers showed similar results.

These discrepancies then caused the scorers to reexamine the papers already corrected, determine which classes or schools in particular tended to differ most and to rescore them, being particularly careful to stick to common criteria. These measures resulted in a good deal of improvement, as evidenced by the continued periodic checks.

In another check on reliability, performed two months after the papers had originally been marked, 36 of them were rescored by the holistic scorer. Sixty-seven per cent of them were given the same rating, 25 per cent one point more or less, and only eight per cent varied by more than this. When the two distributions of scores were subjected to a chi-square test, no significant differences were found between them and the mean scores were found to be identical.

RESULTS: HOLISTIC SCORES

The results of the holistic, or overall rapid impression, ratings for the primary- and late-entry groups from each of the two boards are shown in Table 3.1. When the distributions of primary- and late-entry groups were compared using a chi-square test, there were no significant differences at the 0.05 level between the two groups in either board or between the larger groups of the two boards combined. Nor was there any difference between the groups in the two boards for either of the two immersion streams. However, it will be observed that the rater tended to use the three highest ratings more often that the two lower ones, rather than using a rating of 3 as an "average" for the group. It will be recalled that it was felt that the papers used to establish the scale were somewhat lower in quality than those of the group as a whole.

TABLE 3.1

FRENCH WRITING: HOLISTIC RATING, GRADE 10,
OTTAWA AND CARLETON, SPRING 1982

	Ottawa				Carleton				Combined			
	Primary		Late		Primary		Late		Primary		Late	
Rating	N	%	N	%	N	%	N	%	N	%	N	%
1	2	3	1	2	1	4	3	4	3	3	4	4
2	8	11	6	13	5	22	14	21	13	13	20	18
3	21	28	9	20	6	26	22	32	27	28	31	27
4	19	26	16	36	6	26	16	24	25	26	32	28
5	24	32	13	29	5	22	13	19	29	30	26	23
Mean	3.7		3.8		3.4		3.3		3.7		3.5	
SD	1.1		1.1		1.2		1.1		1.1		1.1	
N	74		45		23		68		97		113	

RESULTS: ANALYTIC SCORES

For each of the analytic scales (Word Choice, Technical Skills, Grammatical Skills, Content and Ideas, and Organization/Paragraph Structure), a chi-square test was used to compare the distributions of early- and late-entry immersion groups within each board separately and finally for the combined groups from the two boards. In no case was there a significant difference in the distributions of the two groups within a single board. The only case of a significant difference in the combined groups occurred on Word Choice, where the primary-entry group had a greater proportion of ratings at the higher levels and a smaller proportion at the lower one.

Table 3.2 gives the mean scores for the various groups on Word Choice, Technical Skills, Grammatical Skills, Content and Ideas, and Organization/Paragraph Structure. It will also be noted that for all groups, the mean rating on Technical Skills was lower than that on the other four scales. The distributions for Word Choice and Technical Skills are shown in Figures 3.1 and 3.2.

Actual examples of students' letters are shown in Figure 3.3, and for each letter the holistic and analytic scores are given. It should be remembered that relative differences were being examined and that a score of 5 does not indicate perfection or even the level of an average native francophone. The samples included represent holistic ratings of 2 and 4.

TABLE 3.2

FRENCH WRITING: ANALYTIC SCORES, GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Analytic scale		Ottawa		Carleton		Combined	
		Primary	Late	Primary	Late	Primary	Late
Word Choice	Mean	3.6	3.4	3.8	3.3	3.7	3.3
	SD	0.9	0.9	1.0	0.7	0.9	0.9
Technical Skills	Mean	2.6	2.8	2.8	3.1	2.6	3.0
	SD	1.2	1.3	1.3	1.3	1.2	1.3
Gramm. Skills	Mean	3.6	3.4	3.6	3.4	3.6	3.4
	SD	0.9	1.0	0.8	0.9	0.9	0.9
Content & Ideas	Mean	3.8	3.6	3.3	3.4	3.7	3.5
	SD	1.1	1.0	1.2	0.9	1.1	0.9
Organization/ Par. Structure	Mean	3.7	3.7	3.6	3.7	3.7	3.7
	SD	1.0	1.0	1.0	0.9	1.0	0.9
Number of cases		74	45	23	68	97	113

FIGURE 3.1

FRENCH WRITING: WORD CHOICE,
PRIMARY- AND LATE-ENTRY BILINGUAL-PROGRAM GROUPS,
GRADE 10, OTTAWA AND CARLETON COMBINED, SPRING 1982

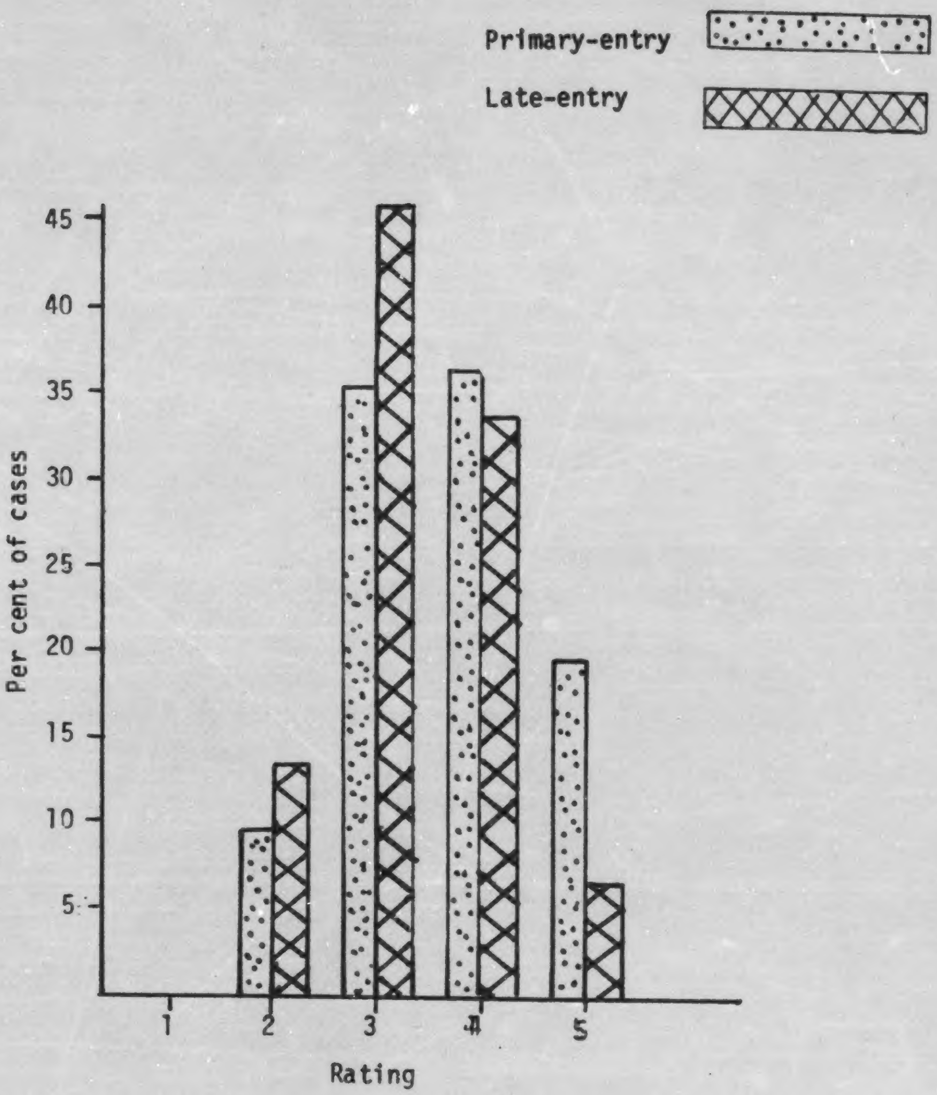


FIGURE 3.2

FRENCH WRITING: TECHNICAL SKILLS, PRIMARY- AND LATE-ENTRY BILINGUAL-PROGRAM GROUPS, GRADE 10, OTTAWA AND CARLETON COMBINED, SPRING 1982

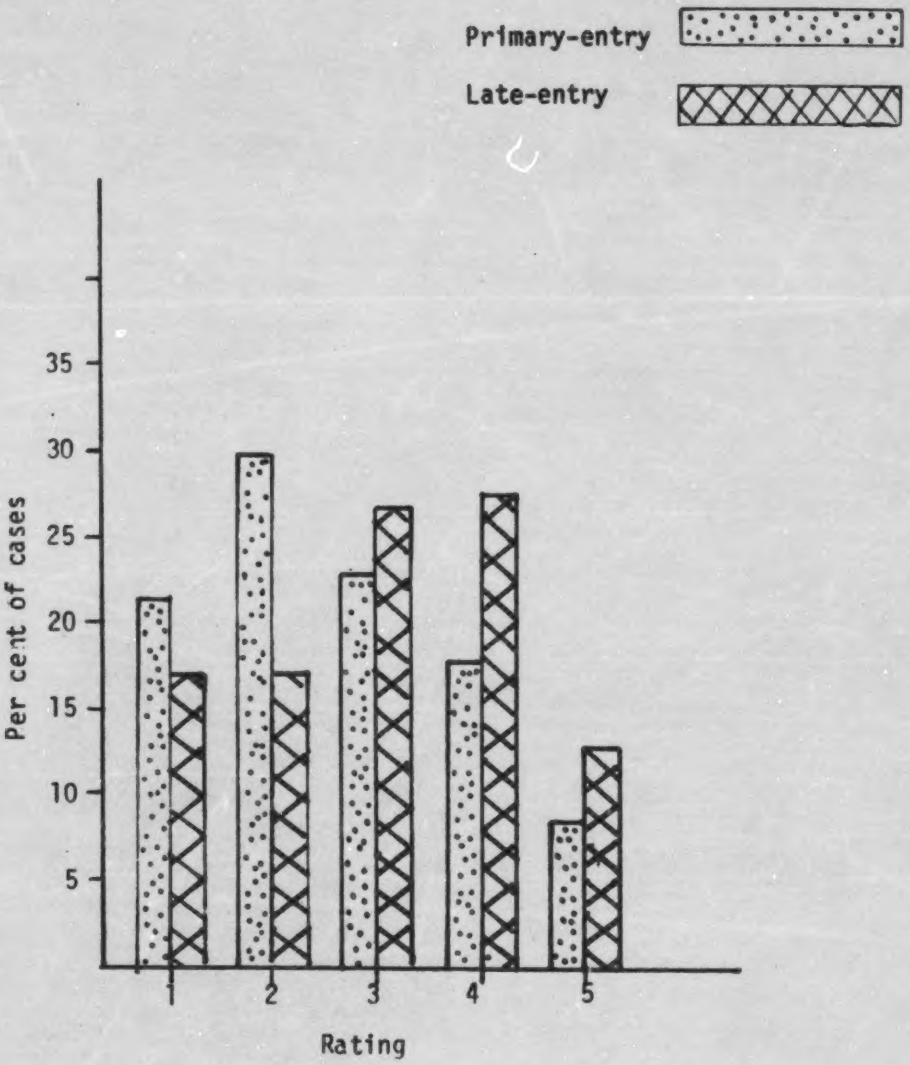


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FIGURE 3.3

SAMPLES OF STUDENT WRITING, GRADE 10,
OTTAWA AND CARLETON, SPRING 1982

STUDENT A

Rating: holistic - 4
        analytic - 5, 2, 5, 5, 4

Cher M. Vincent,

Je ne pense pas que l'idée d'avoir une année scolaire de douze mois est très bonne. Je crois que ce serait beaucoup trop de travail pour les étudiants et les professeurs. Il est nécessaire d'avoir des vacances régulièrement car les étudiants doivent avoir un repos plutôt souvent. J'exigerai qu'on ait une periode de vacances de deux mois, comme le système en fonction présentement car il y a beaucoup d'étudiants qui veulent travailler pour un temps. Il sera difficile de prendre un emploi pour un mois deux ou trois fois par année. Il y en a qui veulent voyager et ceci aussi est parfois difficile de faire en un mois seulement.

Au Canada, l'hiver est n'est pas toujours agréable et des vacances en été sont, dans plusieurs cas, mieux appréciés que ceux en hiver. Il faut y avoir des vacances dans chaque saison mais celles de Noël devraient être plus courtes que celles de l'été. Une vacance en printemps est agréable car beaucoup d'endroits sont beaux à visiter pendant cette saison pour les gens qui veulent voyager. Je suis allée voyager en Europe en mars l'année passée et le temps était merveilleux. A ce moment, la vacance de mars est d'une semaine seulement, mais ce serait bien d'avoir deux semaines car une n'est pas assez.

Il est important d'avoir un repos vers Noël car les trois premiers mois d'école sont, en général, les plus difficiles. Aussi, beaucoup de personnes prennent des voyages au sud pour s'échapper du froid.

Je crois que c'est important d'avoir une vacance d'été plus longue que les autres et au moins deux ou trois autres vacances d'à peu près deux semaines.

Jean Martin

FIGURE 3.3, cont.

STUDENT B

Rating: holistic - 2
analytic - 2, 1, 3, 3, 2

Cher Richard:

En parlant avec mes amis j'ai entendu que le conseil scolaire a un idée pour changer le format de nos vacances. Le nouveau format va réorganiser l'année en une période de douze mois. Il va avoir deux où trois congés d'un mois chacun.

Je pense, (et mes parents sont en accordance) que c'est system ne marchera pas. Trois où quatre semaines n'est pas asser pour un étudien de reposé avant de retourner à l'ecole encore. Aussi, chaque vacance le proffesseur dois recommancer un leçon que tous le monde a oublier. Avec le system d'aujourd'hui le proffeseur et l'étudien a un chance de relaxer, et refléshir avant qu'ils retournent à la prochaine année d'école. Le system que vous propose ne donne pas c'est chance.

Jean Martin
(deuxième année)

RESULTS: ERROR ANALYSIS

For the four groups of grade 10 students tested in Ottawa and Carleton in 1982 the mean number of words in the letters written is shown in Table 3.3, together with the average number of errors per hundred words. It will be seen that the average length was very similar for all groups. The relatively small difference between the Ottawa primary-entry group and the others was not significant. The percentages of errors for the four groups were also similar, with no significant differences among them ($p > 0.05$).

TABLE 3.3

FRENCH WRITING: TOTAL WORD COUNT AND PERCENTAGE ERRORS,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

	Total words		Errors per 100 words		
Group	Mean	SD	Mean	SD	N
Ottawa primary-entry	201.7	58.2	20.7	8.3	75
Ottawa late-entry	188.2	45.1	21.1	8.5	44
Carleton primary-entry	187.8	58.4	20.2	7.9	23
Carleton late-entry	186.2	60.0	19.1	6.9	68

Errors involving Linguistic Elements

Table 3.4 summarizes the distribution of the errors among the various categories of linguistic elements for groups from both primary- and late-entry immersion in both boards. It will be seen that the verb was the linguistic element causing the most difficulty, accounting for about a fifth of all errors for each of the groups. A more complete discussion of the various kinds of linguistic error follows the table. Except for anglicisms, which are treated separately, each error was counted only once.

TABLE 3.4

FRENCH WRITING: LINGUISTIC ERROR ANALYSIS,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Category	Per cent of total number of errors			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Verbs	21.0	20.3	18.3	20.5
Prepositions	8.9	9.2	8.2	9.1
Adjectives	8.6	8.4	9.9	10.2
Articles	7.9	7.1	9.2	9.0
Nouns	6.3	5.1	7.3	4.4
Pronouns	5.9	5.3	5.6	5.1
Conjunctions	1.3	1.4	1.7	1.2
Adverbs	1.2	1.1	1.1	0.9
Negations	1.1	1.3	1.0	0.9
TOTAL	62.2	59.2	62.3	61.3

Verbs. As already noted, the verb category accounted for about 20 per cent of the total number of errors identified in the students' writing, and this group of errors has been divided into three subcategories. Additional details of the errors in tense, choice of verb, and form are shown in Table 3.5.

Many of the errors classified as choice of verb involved apparent lack of knowledge of the appropriate vocabulary and sometimes verbal circumlocutions, as in these examples:

Actual: 'Si cette proposition se passe ... '
Better: 'Si cette proposition est adoptée ... '

Actual: 'J'espère d'aller faire du travail.'
Better: 'J'espère travailler.'

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Errors in the use of 'être' rather than 'faire' when speaking of the weather, as well as confusion between the meanings of 'avoir and 'être', were also included in the subcategory of inappropriate verbs.

Another group of errors involved the use of an inappropriate form of the verb. These errors included unnecessary use of the reflexive form or its omission, confusion between active and passive or impersonal forms, and similar types of errors, as in these examples:

Actual: 'Les sports que j'aime beaucoup peut être participé à...'
Better: 'On pourrait pratiquer les sports que j'aime beaucoup.'

Actual: 'Un mois serait bon ...'
Better: 'Il serait bon d'avoir un mois ...'

It will be observed that many of these problems probably occurred because of the inappropriateness of literal translation from an English expression. Errors as to the form of the verb include incorrect roots ('Vous fairez' instead of 'Vous ferez') or endings ('On fais' instead of 'On fait'). Situations in which the infinitive should have been used are also included in this group of errors; one example of such an error is the use of 'étudié' instead of 'étudier' in 'Votre conseil scolaire pense étudié ...'

Errors in tense or mood are classified according to the form which should have been used; it will be seen that many errors were made in situations where the conditional was needed. There were few errors involving the imperative, but the task was not one likely to elicit this form of the verb.

Another group of errors related to the issue of agreement of past participles, both in number and in gender, and to problems with agreement of verbs as to person, as exemplified in 'le professeur serait forcée ...' or 'les vacances seront placé ...'.

TABLE 3.5

FRENCH WRITING: VERB ERRORS, GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of number of errors			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Verb choice or form				
Inappropriate verb	5.9	5.6	6.4	6.6
Use of reflexive	1.4	0.9	0.9	0.8
Active/passive/impersonal	0.5	0.7	1.1	0.5
Infinitive	2.7	2.4	2.0	2.3
Verb root or ending	0.9	0.4	0.6	0.5
Use of auxiliary	0.1	0.1	0.2	0.2
Total per cent	11.5	10.1	11.2	10.9
Tense or mood				
Conditionnel	2.3	1.6	1.5	1.8
Présent	0.7	1.9	1.1	1.0
Futur or futur proche	0.8	1.3	0.0	1.6
Passé composé	0.2	0.7	0.1	0.5
Imparfait	0.4	0.3	0.3	0.4
Subjonctif	0.4	0.4	0.0	0.2
Impératif	0.0	0.2	0.1	0.1
Total per cent	4.8	6.4	3.1	5.6
Subject-verb agreement				
Gender	0.5	0.6	0.6	0.4
Number	0.8	0.1	0.2	0.1
Person	3.4	3.1	3.1	3.5
Total per cent	4.7	3.8	3.9	4.0
TOTAL	21.0	20.3	18.2	20.5

Prepositions. Preposition errors were next in frequency of occurrence and were also of three kinds: inappropriate choice ('sur vacance' rather than 'en vacance'), omission ('au mois de mai et juin' instead of 'au mois de mai et de juin') and redundancy ('préfèrent d'avoir' instead of 'préfèrent avoir'). Of these three types of error, the first accounted for about three quarters of the preposition errors made. Details concerning the occurrence of these errors will be found in Table 3.6, together with information about errors involving adjectives and articles.

TABLE 3.6

FRENCH WRITING: PREPOSITION, ADJECTIVE AND ARTICLE ERRORS, GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of number of errors			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Prepositions				
Inappropriate choice	6.7	6.9	5.1	6.3
Omission	1.4	1.5	1.6	1.6
Redundancy	0.8	0.8	1.5	1.2
TOTAL	8.9	9.2	8.2	9.1
Adjectives				
Inappropriate choice	2.3	2.2	2.6	1.9
Errors of gender	3.9	4.2	5.3	5.8
Lack of agreement in number	2.0	1.9	1.7	2.4
Other	0.4	0.1	0.3	0.1
TOTAL	8.6	8.4	9.9	10.2
Articles				
Inappropriate choice	2.5	2.1	2.0	2.4
Gender error	2.9	2.7	3.3	3.7
Omission/redundancy	1.0	0.6	1.8	1.4
Contractions/number error	1.5	1.7	2.1	1.5
TOTAL	7.9	7.1	9.2	9.0

Adjectives. Errors in the use of adjectives comprised another group of frequently occurring linguistic errors. One type of adjective error was that of inappropriate choice ('j'écris cette lettre' instead of 'la lettre suivante' or 'plus bon' instead of 'meilleur'). Omission of adjectives was also possible under certain circumstances ('un nombre d'années' instead of 'un certain nombre d'années' or '... durait presque le long du congé' instead of '... presque tout le long du congé'). These omissions would often be caused by the influence of English.

'Tous les chaque quatre mois' is an example of redundancy of an adjective, as is 'mon opinion personnel'; in both cases the underlined word is unnecessary. Two other categories were those errors of gender ('aucun' instead of 'aucune') and number ('quelque vacances'). As will be seen in Table 3.6, about three quarters of adjective errors involved difficulties with gender or number agreement. The last category of adjective error was reserved for those cases where an adverb had been used in lieu of an adjective. 'Les samedis et dimanches sont assez ...' exemplifies such an error. In this case 'suffisants' could replace 'assez'.

Articles. Among the classes of error in articles were inappropriate choice ('Regardes un chien; comme il est beau!') and omission ('Il nous a donné raison ...' instead of 'Il nous a donné la raison ...'). 'Comme un représentant' shows an example of a redundant article, although this whole phrase could also be considered an anglicism. Gender ('la système') and number errors ('une vacances') provided two other error types for articles. Still another type involved contractions of articles, where a contraction was either made where it should not have been, or not made when it should have been ('de le lait' instead of 'du lait'). Gender errors, inappropriate choice and contraction errors were the most frequently encountered among these categories (Table 3.6).

Nouns. Noun errors were classified into several different categories, as indicated in Table 3.7. One of these, inappropriate choice of nouns or use of words typical of the spoken language, may be seen in the use of 'vues' instead of 'opinions' in this example:

Actual: 'J'ai écrit cette lettre pour vous informer de mes vues'

The use of 'chose', 'quelque chose' or'choses comme ça' instead of the appropriate noun is exemplified in 'fait du ski ou les autres choses d'hiver' and is probably also an indication of limited vocabulary. These types of errors accounted for about half of the noun errors made.

Some nouns lacked agreement with other words with respect to number, gender or person, with errors in number being the most frequent. In all, agreement errors made up about a third of the noun errors. In some cases the noun was omitted ('trois de plus' rather than 'trois crayons de plus') while in others there was a redundant noun ('... pour comprendre leurs opinions et leurs idées', where both underlined nouns have almost identical meanings). Errors of this type made up about five per cent of all noun errors.

Pronouns. Table 3.7 also shows that the three most common types of pronoun error were inappropriate choice of pronoun, lack of reference and omission. The choice of pronoun as the subject or object might be inappropriate, as in 'pour ce quel n'étudient pas ...'. J'en ai beaucoup d'amis' was classified as pronoun redundancy, but can be considered as another example of the inappropriate use of a pronoun.

Another class of pronoun error was lack of reference, as in the use of 'ceci' in the following example:

> Actual: 'Au mois de juin, de juillet et d'août, on aurait de l'école. Ceci ... '

Errors in gender and number of pronouns were also relatively common (for instance, 'celles' instead of 'ceux' and the use of 'Elle est' instead of 'Elles sont' in 'Les vacances ne sont pas ... Elle est ...').

TABLE 3.7

FRENCH WRITING: NOUN AND PRONOUN ERRORS,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of number of errors			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Nouns				
Inappropriate choice	3.1	2.8	4.9	2.7
Agreement in number	2.1	1.9	1.4	1.4
Agreement in gender or person	0.6	0.2	0.5	0.1
Omission	0.4	0.1	0.5	0.1
Other	0.1	0.1	0.0	0.1
TOTAL	6.3	5.1	7.3	4.4
Pronouns				
Inappropriate choice	2.0	1.5	1.6	1.6
Lack of reference	1.2	1.7	1.8	1.9
Omission	1.1	1.3	0.7	1.0
Errors in gender and number	1.0	0.8	0.8	0.6
Other	0.2	0.2	0.7	0.1
TOTAL	5.5	5.5	5.6	5.2

Conjunctions. Conjunction errors were also classified as inappropriate ('à cause de' instead of 'parce que'), omission ('je crois c'est des autres' rather than 'je crois que c'est ...'), and redundancy ('comme par exemple', where 'comme' is unnecessary).

Adverbs. The three types of adverb error included inappropriate choice ('ils n'auront pas besoin d'utiliser aussi d'huile' instead of 'autant d'huile'), redundancy ('pour vraiment travailler fort'), and the use of an adjective instead of an adverb ('première' instead of 'premièrement'). In all, adverbs accounted for only about one per cent of all errors made.

Negations. Only about one per cent of errors were classified as errors involving negations. In this category either the 'ne' or the 'pas' could be missing or there could be a double negative ('personne ne va pas'). Most commonly, the 'ne' was omitted.

Other Types of Error

Table 3.8 shows the percentages of the total number of errors which fell into categories not covered under errors of linguistic elements. These errors have been divided into technical, stylistic or other difficulties.

TABLE 3.8

FRENCH WRITING: OTHER ERRORS, GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Error category	Percentage of total number of errors			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Technical				
Spelling	13.7	10.9	11.2	11.9
Punctuation	7.8	8.9	7.0	7.2
Writing conventions	0.3	0.1	0.3	0.0
Stylistic				
Errors of style	5.1	6.4	7.1	5.5
Suitable for spoken lang. only	5.3	5.6	2.8	4.4
Vocabulary	1.2	2.5	2.5	2.7
Other				
Wrong part of speech	1.9	3.1	3.0	3.8
Word order/sent. organization	1.4	1.4	1.8	1.6
Incomplete sentence	1.3	0.9	1.0	1.1
Unanalyzable, ambiguous or indecipherable segments	0.6	1.0	0.8	0.5
TOTAL	38.6	40.8	37.5	38.7

Spelling errors were originally classified as homophonic or non-homophonic. In the first type the word was spelled as it sounds ('consentrer' for 'concentrer' and 'qu'elle' for 'quelle'), while in the second the spelling given differed from the actual sound of the word ('masginsin' for 'magasin'). Spelling errors constituted over ten per cent of the total number of errors.

A second type of technical error, that of punctuation, usually involved omission, redundancy or incorrect use. Errors of writing conventions included misuse of such elements as abbreviations and quotation marks.

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In errors of style, the meaning was clear and the grammar correct, but the style was poor or an idiomatic equivalent could have been used, as in the following example:

Actual: 'Ca va interrompre notre memoire.'
Better: 'On oubliera ce qu'on a appris.'

The use of an element which is suitable for the spoken language but has a more formal written equivalent is shown in the example below:

Actual: 'Ce système marche parfaitement, laisse le tranquil.'
Better: 'Ce système fonctionne parfaitement, inutile de le changer.'

A final type of stylistic error included anglicisms not covered under linguistic elements (often segments of more than one word which were direct translations of English, such as 'l'école d'été' rather than 'cours d'été') and lack of vocabulary (where students used the English word or indicated that they did not know the word in French).

Other possible errors included the use of the wrong part of speech where the mistake did not fit into one of the earlier categories (such as 'c'est chance' instead of 'cette chance'), and incorrect or inappropriate word order or sentence organization ('un plus long congé' instead of 'un congé plus long' or 'je suis contre cette idée totalement' instead of 'je suis totalement contre cette idée'). An incomplete segment (such as 'J'aime les vacances qui durent une longue période parce que je pourrai voyager mais si les vacances sont trop courts') was coded separately. A final category was reserved for segments which were unanalyzable, ambiguous or indecipherable because of the handwriting.

Anglicisms

A separate study was made of those errors which were classed as anglicisms or which appeared to be caused by the direct influence of

English. These were all classified under one of the categories shown earlier but coded so that a separate tabulation might be made of them. They accounted for about 10 per cent of all errors and were distributed as shown in Table 3.9, using the same classification of errors as in the previous analysis in this chapter. The per cents given indicate the proportion of the errors in a given category which were classified as anglicisms. However, many more of the errors might have been classified in this category if different criteria had been used.

TABLE 3.9

FRENCH WRITING: ERRORS CLASSIFIED AS ANGLICISMS,
GRADE 10, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of anglicisms			
	Ottawa		Carleton	
	Primary	Late	Primary	Late
Linguistic elements				
Verbs	8	7	8	10
Prepositions	37	43	32	32
Adjectives	3	1	2	2
Articles	1	2	1	3
Nouns	12	6	17	5
Pronouns	8	8	18	10
Other	12	5	3	18
Other types				
Technical (spelling, punctuation, etc.)	2	4	4	3
Stylistic (style, vocabulary, etc.)	20	20	41	26
Other	11	13	5	12
Total number of errors	3134	1754	870	2421
Total number of anglicisms	321	191	105	263
Number of students in group	74	45	23	68

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It will be seen that the proportion of anglicisms in the category of prepositions was particularly high, although Table 3.4 shows that errors in this category were less than half as common as errors in verbs. Since errors classified as stylistic included those resulting from an inadequate vocabulary, it could be expected that anglicisms constituted a relatively high proportion of errors in this category also.

It must be realized, of course, that a considerable amount of judgment is involved in this type of classification of errors, but this first attempt at examining the problem appears to indicate that both inadequacy of vocabulary and the influence of English are the sources of many errors in the written French of immersion students. Although teachers of French as a second language are undoubtedly aware of this problem, perhaps these specific results can encourage exploration of methods of helping students to eliminate some of the frequently occurring types of error.

Additional details as to the subcategories of errors used in the original classification of errors will be found in Working Paper 149, both for anglicisms and for the other classifications of errors found in this chapter.

SUMMARY

The analysis of French writing samples at the grade 10 level was more detailed than any that had been carried out previously in Ottawa and Carleton on free expression in French as a second language. Several types of rating were used, including a holistic rating on general impression as well as five categories of analytic scores (Word Choice, Technical Skills, Grammatical Skills, Content and Ideas, and Organization/Paragraph Structure). In addition, a detailed error analysis was carried out.

No significant differences were detected between primary- and late-entry students in Ottawa or in Carleton on the holistic rating nor on the five categories of analytic scores. However, when the groups from Ottawa and Carleton were combined, the primary-entry group had significantly more ratings in the higher range than the late-entry group on the Word Choice scale. Previous studies at the grade 8 level had shown more significant differences between these groups in the measures of writing used at that time.

The detailed error analysis also showed little difference between groups in the overall percentage of errors, in the distribution among the various categories, or in the proportions of errors caused by the influence of English. The results of this error analysis, however, should provide teachers with a good diagnostic tool with respect to free expression in French writing, since they do not often have the chance to see an actual analysis of errors. It would also be useful to provide an analysis of the different structures that students actually used, since in the studies reported in this chapter no indication has been given of the types of expression used correctly by the students in grade 10 immersion classes.

Chapter Four

PUBLIC SERVICE COMMISSION TESTS AND SPEAKING TEST (STRUCTURES), GRADES 8 AND 10

PUBLIC SERVICE COMMISSION TESTS

Grade 10 Primary-Entry, Spring 1982

Although in previous years students at various different high school grade levels had taken the Public Service Commission's series of tests known as Language Knowledge Examination 400B , none of these students had been in the primary-entry stream. However, in the spring of 1982 it was possible to send another group of students to take this series of tests. These students were in grade 10 in an Ottawa bilingual program and had followed a primary-entry immersion program in the elementary grades.

A description of its three levels of bilingualism, as provided by the Public Service Commission, is given in Appendix B. It will be seen that the four skills of reading, writing, listening and speaking are tested; Table 4.1 shows the number of students who reached the A and B levels of linguistic competence for each of the four skills; the classification X denotes scores which are below the minimum for Level A. As mentioned earlier, the highest level (C) may be established only through the use of another test, and it is possible that some of the students would have been classified at the C level had they been given this test.

TABLE 4.1

NUMBER OF GRADE 10 PRIMARY-ENTRY IMMERSION STUDENTS IN EACH LEVEL OF BILINGUALISM ON LKE 400B TESTS, OTTAWA, SPRING 1982

Level of bilingualism	Number of students achieving each level			
	Reading	Writing	Listening	Speaking
B	28	40	41	18
A	18	8	7	21
X	2	0	0	9
Total	48	48	48	48

The above table shows that over 80 per cent of the students reached the B level in writing and listening. In speaking, however, a greater proportion were classified at Level A than for the other three tests, and about one in five did not reach the A level. When chi-square tests of significance were used to compare the distributions of the four tests, it was found that the proportion of students at the B level was significantly greater for listening and writing than for reading and speaking and that for reading was also significantly greater than that for speaking.

Mean scores for each subtest as well as the total score (as a per cent of the possible score) are presented in Table 4.2; those mean scores in the range classified as Level B are identified in this table by an asterisk. It will be seen that the average student in the group had reached the Level B range of linguistic competence with respect to reading, writing, and listening but not with respect to speaking.

TABLE 4.2

PUBLIC SERVICE COMMISSION LKE 400B TESTS, PRIMARY-ENTRY IMMERSION, GRADE 10, OTTAWA, SPRING 1982

	Raw Statistics				Overall results in %
	Reading	Writing	Listening	Speaking	
Mean	22.6*	14.9*	30.7*	44.0#	70.6
SD	4.2	2.4	2.3	12.3	8.2
N	48	48	48	48	48

* Mean classified at B level of linguistic competence on PSC scale.

# Mean classified at A level of linguistic competence on PSC scale.

Comparison with Other Groups

The results of these bilingual-program high school students from primary-entry immersion may be compared with those of other groups of students who had taken the same tests in previous years. Table 4.3 shows the results of the 1982 testing and those obtained from testing grade 12 late-entry students in Ottawa in 1981. The mean score of the grade 12 group was also at a B level of linguistic competence for all except the speaking test, on which the average student reached the A level. There were no significant differences between the mean scores of the two groups. For another small group of grade 10 late-entry students whose 1978 scores were not significantly different from those of the two other groups, the average student again reached the B level on reading, writing and listening, but not on speaking.

TABLE 4.3

PUBLIC SERVICE COMMISSION LKE 400B TESTS, GRADES 10 AND 12, OTTAWA, 1981 AND 1982

Group	Reading		Writing		Listening		Speaking		N
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Primary-entry, Grade 10, 1982	22.6*	4.2	14.9*	2.4	30.7*	2.3	44.0#	12.3	48
Late-entry, Grade 12, 1981	24.0*	3.5	16.3*	3.8	30.8*	2.6	43.3#	9.9	36

* Mean classified at B level of linguistic competence on PSC scale.

# Mean classified at A level of linguistic competence on PSC scale.

Although various groups of high school students have taken this series of tests in recent years, none of the earlier groups had completed the full late-entry immersion program, having entered a bilingual program in grades 7, 8 or even 9. Their results have therefore not been shown here but are reported in the Sixth Annual Report and in Research Report 77-11. Although mean scores and actual distributions for those groups may differ slightly from those presented here, the results found here were similar to those obtained for the earlier groups.

For a group of 45 students who had scores on both the Public Service Commission Reading Test and the Test de français, secondaire IV, the correlation between the two sets of scores was obtained. The calculated correlation of 0.45 is significant but indicates that the two tests measure somewhat different skills, since only about 20 per cent of the variance was shared.

FRENCH SPEAKING TEST (STRUCTURES)

The experimental speaking test described briefly under the section on instruments in Chapter One was constructed in order to examine the degree to which students were able to produce certain grammatical structures correctly in French. This individual test was administered by a trained francophone tester, and although the test session was taped, it was usually possible to complete the scoring at the time of testing.

In each one of the 22 questions a specific structure was anticipated in the response. To as great an extent as possible, the questions were constructed in a way which precluded other responses; use of the structure itself or associated ones was avoided in the question. In some cases, if the expected response was not forthcoming, the tester was instructed to follow the first question with one or more others. It was expected that, if the student actually had command of the particular structure, it would eventually be used, since not to do so would produce unnatural and stilted speech. For example, the following questions were used to elicit the use of the pronoun 'les' to replace the repetition of the noun as direct object:

> A quel endroit achètes-tu tes livres?
> A quel endroit fais-tu tes devoirs?
> A quel endroit prends-tu tes repas?

This strategy was not always successful; occasionally a student who did not respond appropriately to one item was found to use the structure involved under different circumstances.

The scoring scheme differed from any used previously, in that only the structure in question was scored, regardless of the accuracy of the overall response in which it was located. In the occasional case when a student used a totally correct and appropriate structure, even though it was not the expected one, it was scored as correct. In many of these cases such a structure was of a more advanced form than the anticipated one. For example, a student might say 'Ils sont en train de lire' instead of 'Ils lisent'. For each item, a score of 2 was given for the required structure correctly used and 0 if it was not correct. A score of 1 was used for those structures which were composed of several words and where it was possible to be partially correct.

The test was administered to a random sample of students from primary- and late-entry immersion in grades 8 and 10 in both Ottawa and Carleton. In Table 4.4 the total speaking test scores are shown for the individual groups at each grade level. In addition results are given for the combined groups from the two boards. These will be followed later by item analysis data.

Since the groups of students in each program and at each grade level in each of the two boards were relatively small, the groups in the same program and grade level were combined across the two boards and their results subjected to significance testing. At both grade 8 and grade 10 the primary-entry group had a significantly higher mean score than the late entry one. In addition, a significant increase was found between grade 8 and 10 for each of the two program groups.

TABLE 4.4

FRENCH SPEAKING TEST (STRUCTURES), TOTAL SCORE, GRADES 8 AND 10, OTTAWA AND CARLETON, SPRING 1982

Group	Mean	SD	N
Grade 10 Ottawa - Primary	25.6	6.2	29
Grade 10 Ottawa - Late	21.6	5.8	30
Grade 10 Carleton - Primary	29.0#	4.7	18
Grade 10 Carleton - Late	24.2#	6.3	29
Grade 10 Ottawa & Carleton - Primary	26.9#*	5.8	47
Grade 10 Ottawa & Carleton - Late	22.9#	6.2	59
Grade 8 Ottawa - Primary	23.2	5.6	42
Grade 8 Ottawa - Late	19.3	6.5	33
Grade 8 Carleton - Primary	21.7	5.9	58
Grade 8 Carleton - Late	19.4	8.0	55
Grade 8 Ottawa & Carleton - Primary	22.3*	5.8	100
Grade 8 Ottawa & Carleton - Late	19.3	7.4	88

* Mean of this group significantly greater than that of the corresponding late-entry group ($p < 0.05$).

Mean of this group significantly greater than that of the corresponding group at grade 8 ($p < 0.05$).

Table 4.5 presents the results for the primary- and late-entry grade 8 and 10 groups on the 22 structures. The comparable Ottawa and Carleton groups have been combined to provide larger groups and the possibility of easier comparison between primary- and late-entry immersion and between the two grade levels. However, indication is given of any case in which the difference between the groups of the two boards is 10 per cent or more.

TABLE 4.5

FRENCH SPEAKING TEST (STRUCTURES) ITEM ANALYSIS, GRADES 8 AND 10, OTTAWA AND CARLETON, SPRING 1982

Item	Per cent responding correctly			
	Grade 10		Grade 8	
	Primary N=47	Late N=59	Primary N=100	Late N=88
1. 'J'ai ... ans'	53	66#	39*	47
2. 'Passé composé' of reflexive verb	74	46#	48	27#
3. 'Futur' or 'futur proche'	57#	58	46*	50*
4. Use of 'en' as pronoun	11	15#	5	13#
5. Use of 'y' as pronoun	2	7	3	1
6. Use of 'les' as pronoun	14	10	9	9
7. 'Passé composé' of verb with 'être'	43#	41#	32#	32#
8. Use of negative ('ne ... pas')	89	78#	88	74#
9. Use of negative ('ne ... jamais')	72#	41#	62*	35
10. Use of 'bon' vs 'bien'	85	80*	84#	75
11. Use of 'connaître' vs 'savoir'	45	32	23*	23
12. Use of 'depuis' with time	32#	31	19#	3
13. Use of 'en' with date	87#	69#	71	72
14. 'Impératif' of 'aller', second person plural	57#	54#	56	63*
15. 'Futur'of 'remettre'	30	15	15*	23
16. Use of negative ('personne')	96*	88*	91	76
17. 'Conditionnel' of 'laver'	83#	14	48*	11
18. 'Subjonctif' of 'être', second person plural	19#	15#	2	3
19. 'Futur' of 'aller', first person singular	60#	41*	36	24
20. Use of 'au' as preposition	83*	81#	77	73*
21. Use of 'chercher'	85	83	89	82
22. 'Présent' of 'lire', third person plural	57#	49#	30	30#

# Per cent responding correctly in Carleton is at least 10 per cent greater than that in Ottawa.

* Per cent responding correctly in Ottawa is at least 10 per cent greater than that in Carleton.

'J'ai ... ans' (Item 1)

On the first question which required students to give their age many responded with 'je suis' instead of 'j'ai' and some also said 'mon âge est...'. It was also found that in both grade 8 and 10 the late-entry group performed better by 8 and 13 per cent, respectively.

Past Tense of Verbs with 'être' (Items 2, 7)

For the second item which was intended to elicit a reflexive response the student was initially asked what he had done that morning after hearing the alarm. If this did not produce a verb requiring such a structure further questions were asked until such a verb was given. While about three quarters of the grade 10 primary-entry and half the grade 10 late-entry were able to use the reflexive verb correctly in the past tense, only about half and one quarter of the grade 8 primary- and late-entry groups, respectively, did so. Thus a large difference was seen between primary- and late-entry students as well as between grade levels.

The use of the past tense of 'partir' in the first person singular (item 7) was accomplished correctly by less than 50 per cent of all groups, with most incorrect responses being 'j'ai parti', although many students also said 'je me suis parti'. Grade 10 performed better than grade 8 on this item, but there was little or no difference between the primary- and late-entry groups at the same grade level.

Present and Future Indicative (Items 3, 15, 19, 22)

In item 3 the first person singular was to be used but a specific verb was not required, while in item 19 'j'irai' was the expected response. On the former, roughly half of all groups used the correct structure and in three of the four groups the students did better on this item than on item 19. This question, requiring the future of 'aller', was one of the items for which there was considerable variation among the four groups, with 60 per cent of the students in the grade 10 primary-entry group responding correctly.

Another question (item 15) required the use of 'remettre' in the future tense and was generally not answered as well. On it the grade 10 primary-entry group surpassed the late-entry one, while at grade 8 the difference was in the opposite direction.

The last item of the test (item 22) attempted to elicit the third person plural of 'lire'. In each grade 8 group 30 per cent used it correctly, while 49 and 57 per cent of the two grade 10 groups were able to do so.

Use of 'depuis' (Item 12)

This item asked, 'Il y a combien de temps que tu es ici, dans cette pièce?'. The most appropriate answer was considered to be 'Je suis ici depuis...', although many students also gave, 'Il y a ... minutes que je suis ici', which would not be inaccurate but is awkward and was not thought to be likely to be given by a native francophone.

Conditional (Item 17)

The response using the conditional showed a large difference between the primary- and late-entry groups in favour of the former. Although this item was not intended to test pronoun use, it was noted that a number of students used 'les' in 'je les laverais', although few did in another item for which this was the expected reply.

Imperative (Item 14)

On the item demanding the use of the imperative of 'aller', the students were given only partial marks if they responded in the inappropriate familiar second person, as the tester was an older, unknown female. At least 50 per cent gave a perfect response, while about another 20 to 30 per cent gave the less appropriate one. On the other hand, some students attempted to soften the command by saying, 'Mlle, est-ce que vous pouvez (tu peux) aller dehors, s'il vous plaît?' or 'Voulez-vous aller dehors?'. In future scoring of this test it would be more appropriate to give two scores for this item: one for the imperative and one for the use of the correct person.

Subjunctive (Item 18)

The subjunctive (of 'être') was the best response to the eighteenth question, although other structures could communicate the same meaning, but less appropriately. '... que vous soyez' was given more often by the grade 10 groups than by the grade 8 ones, but even then only 19 and 15 per cent used it correctly, while a few additional students used the less appropriate familiar form. Once again a second score could be used for this item.

Use of Pronouns (Items 4, 5, 6)

Three questions attempted to determine whether the students would use 'en' and 'les' instead of repeating the complete object, and 'y' instead of the place name, as one would expect in natural usage. If the anticipated response was not given at first, one or even two more similar questions were asked, so that failure to use these structures would result in unnatural stilted speech (For example, one sequence was 'Est-ce que tu as des chandails', 'Est-ce que tu as des pantalons?', 'Est-ce que tu as des chemises?'.) It was found that very few of the pupils used the anticipated structure, and that almost no differences were found between the two grade levels or between the primary- and late-entry groups. It is possible, however, that the examinees felt that the use of such structures would result in incomplete sentences when they had been instructed to use complete sentences in their responses. Some students incorrectly attempted the use of 'en' as follows: 'J'en ai des chemises'.

Adverbs vs Adjectives (Item 10)

On the question where students needed to distinguish between 'bon' and 'bien' and use one correctly, 75 to 85 per cent of the groups responded with the suitable structure. At each grade level the primary-entry group achieved slightly greater success.

Prepositions (Items 13, 20, 21)

The first of these items examined the ability of students to use 'en' rather than 'dans' with a date, and was generally well done, with about 70 per cent or more answering correctly. Another one (item 20) anticipated the use of 'au' with 'cinéma' and it was also well answered. The third question in this category (item 21) was intended to discover whether students would use a direct object with 'chercher', or whether they would use 'pour' as one would expect as a result of interference from the English. Success rate was over 80 per cent for all groups on this item.

Use of the Negative (Items 8, 9, 16)

There were two questions on the negative: the first (item 8) required a 'ne ... pas' response while the second (item 9) should have been 'ne ... jamais', although 'ne ... pas' was possible but somewhat less appropriate. On both questions grade 10 performed better than grade 8 and primary-entry better than late-entry. Item 8 was answered with the 'ne ... pas' sequence by 75 to 89 per cent of all groups with about another 10 per cent of each omitting either the 'ne' or the 'pas'.

The eighth question was also interesting in that it was phrased 'Pourquoi portes-tu un maillot de bain?' with the expectation of a rather indignant 'Je ne porte pas un maillot de bain!' Almost all students, however, immediately responded with some reason why they were wearing a bathing suit, and it was only after the examiner asked, 'Vraiment, est-ce que tu portes un maillot de bain aujourd'hui?' that they admitted with a giggle that they were not wearing one. Presumably they are quite accustomed to answering questions which have no relationship to fact and do so with aplomb. Somewhat more of the younger students did, in fact, immediately say they were not wearing a bathing suit.

The full 'ne ... jamais' response (item 9) was given by 35 to 72 per cent of the groups when asked if they had ever seen a pink cow. Many of those who did not give this response replied with the inappropriate 'Je n'ai pas vu ...'. At both grades 8 and 10 the primary-entry group gave more acceptable responses than the late-entry group. The grade 10 groups also performed better than the corresponding grade 8 ones.

In item 16, when expected to respond with the negative using 'personne', at least three quarters of all groups did so. At each grade level the primary-entry groups had a higher percentage of correct responses.

'Connaître' (Item 11)

On the question whose response required the verb 'connaître', many students used 'savoir' instead. By grade 10, 45 per cent of the primary-entry students answered this question correctly.

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SUMMARY

Public Service Commission Tests

The spring of 1982 was the first time primary-entry immersion students had taken the Public Service Commission series of tests, although various other groups of late-entry students had previously done so. As had been found for the earlier group, these grade 10 students, on average, achieved level B, the highest level attainable on these tests, on French reading, writing and listening, but only level A in speaking. In addition, a greater proportion reached the B level in listening and writing than in reading. The scores on each of the four tests did not differ significantly either from those of a group of grade 12 late-entry students tested in 1981, nor from those of a very small group of grade 10 late-entry students tested in 1978.

French Speaking Test (Structures)

On a locally constructed French Speaking test which examined students' oral command of certain structures, it was found that the primary-entry groups at grades 8 and 10 performed better on the test as a whole than did the late-entry groups. In addition, the grade 10 groups had higher mean scores than the corresponding grade 8 ones.

It was of interest, also, to examine the similarities and differences between the primary-and late-entry groups and also between the grade 8 and grade 10 students on each of the individual items. It is likely that many of the structures tested could be accurately used by the students in their written form, but in many cases, oral command of these structures had not yet been accomplished. Such information should be of value to teachers and program developers.

Chapter Five

FRENCH INTERVIEW TEST, GRADE 12

An interview procedure based on speaking tests developed at the Foreign Service Institute (FSI) in the United States had been used in Ottawa and Carleton schools several times previously, with samples of grade 11 primary- and late-entry students in the fall of 1981, and with grade 8 students in both streams in the spring of 1980. As preparation for later testing of primary-entry students, it was decided to use this test procedure with a sample of late-entry grade 12 students as part of the spring 1982 testing schedule.

THE INTERVIEW TEST AND GRADE 12 SAMPLE

The Interview Test provides an oral proficiency rating based on an overall judgment about the students' speaking competence. The function of this individual test is to explore the many facets of the students' speaking ability through carefully planned procedures and in a relatively short period of time. The final score on the test is not a total score based on the number of correct responses, but rather a rating based on a total evaluation of the student's spoken French, using a scale representing various levels of competence.

The interviews were recorded and scored by the examiner, using a scale representing five different levels of competence. All of the ratings except the top one may be modified by the use of a plus (+) to indicate that the proficiency substantially exceeds the minimum requirements for the level but falls short of the next higher level.

Thus eleven different ratings are available, based on the five competence levels described in Appendix C. Factors considered are grammar, vocabulary, fluency, comprehension and accent, but these are not rated separately. The tester had been specially trained in the interviewing technique. Prior to this testing, she had undergone another two-day refresher course including practice interviews and scoring, in order to ensure uniformity of procedures.

The grade 12 bilingual-program students randomly selected to take the interview test were graduates of the late-entry immersion programs in their respective boards. There were 25 students from the Carleton Board and 35 from Ottawa; every attempt was made to ensure that the students chosen were representative of the total group. Students who were known to have a francophone background or to have attended French language schools were excluded from the sample. Background information was available from the yearly tracing procedures, as well as from the questionnaires administered to all students tested.

In addition to the ratings just described, an analysis of the errors made by students in these interviews was carried out using a procedure similar to that used with the French writing samples (Chapter Three). Further details of the error classification scheme are found in a later section of this chapter.

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INTERVIEW TEST RESULTS

Table 5.1 presents the frequency distributions of ratings on the interview test for the group of late-entry immersion students from each board, using the categories of basic competence levels described in Appendix C. It will be recalled that a plus was used to indicate a competence that seemed to fit between two consecutive levels described in the table, but to be closer to the higher one.

TABLE 5.1

INTERVIEW TEST, LATE-ENTRY IMMERSION,
GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Competence Level	Carleton Number	Carleton Per cent	Ottawa Number	Ottawa Per cent
Level 1	0	0	0	0
Level 1+	3	12	2	6
Level 2	8	32	20	57
Level 2+	6	24	10	29
Level 3	6	24	3	8
Level 3+	2	8	0	0
TOTAL	25	100	35	100

Level 3 or better, reached by 11 of the 60 students, indicates an ability to participate in conversations on a variety of subjects, in practical and social situations and in areas of special interests. The typical student was at Level 2 or 2+; a person at this level is described as being able to satisfy routine social and non-technical needs. No students were classified at Level 1 and only five at Level 1+.

When a chi-square test of significance was carried out, it was necessary to combine some of the levels of competence in order to avoid particularly small frequencies in any one cell. No statistically significant difference was found between the distributions of ratings for the groups from the two boards ($p > 0.05$).

The responses to the FSI-type interview procedure were recorded and the interviews were used as the basis for an error analysis, which is described in the next section of this chapter.

ERROR ANALYSIS

The errors found in the spoken language of the students interviewed were classified into two main categories: errors in linguistic elements and other types of error. The errors in linguistic elements involved various parts of speech, as well as negations, and these were later broken down into subcategories. The remaining errors consisted of those which reflected lack of vocabulary through some type of incorrect usage, and another group of errors involving speech which was generally incomprehensible.

A separate attempt was made to identify anglicisms. However, this was done by only one person, a francophone with a good knowledge of English, and can be considered as a very preliminary attempt at examining this problem. It should also be remembered that the analysis does not take into account the complexity of the strucutures and vocabulary used and that speakers of a second language tend to use only those structures with which they are familiar. In addition, it was not possible to examine the completeness or the consistency of the classification of errors. However, the results given here should be useful as a general overview of the types of errors made by grade 10 students in a bilingual program.

Errors involving Linguistic Elements

The categories used for the error analysis of the interviews are similar to those described earlier for the grade 10 writing samples. Changes made were those necessary for the differences between oral and written communication. For example, with respect to nouns, the category of errors of lack of agreement with respect to number, gender or person was not used in the interview analysis. The only change in the verb categories was that lack of subject-verb agreement with respect to gender was omitted.

Table 5.2 shows the per cent of the total number of errors which fell into each of the major categories involving linguistic elements. There was little difference between the two boards in the distribution of the errors over these categories. Verb problems were the most common, followed by errors involving articles, prepositions and adjectives. Adverbs, conjunctions and negations accounted for only two or three per cent of all the errors made, most errors of these types involving inappropriate choice of a word, omission or redundancy. Errors of the various linguistic elements are discussed in some detail below, and additional details about the subcategories of errors will be found in Working Paper 151.

TABLE 5.2

INTERVIEW TEST: LINGUISTIC ERROR ANALYSIS,
LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of total number of errors Ottawa	 Carleton
Verbs	19.9	17.4
Articles	14.8	16.1
Prepositions	13.2	10.8
Adjectives	10.3	11.7
Pronouns	8.7	9.9
Nouns	7.8	7.8
Conjunctions	2.3	1.1
Adverbs	0.9	1.0
Negations	0.3	0.1
TOTAL	78.2	75.9

Verbs. As may be seen in Table 5.2, verb errors accounted for nearly a fifth of all errors in the interviews. Table 5.3 shows how these verb errors were distributed among the various categories.

One of the most frequently occurring errors was the use of an inappropriate verb, for instance, 'regarder' instead of 'surveiller', 'C'est beau ...' instead of 'Il fait beau ...' when talking about the weather or 'Je suis 16 ans' instead of 'J'ai 16 ans'. Where there was confusion between transitive and intransitive verbs, the preposition was usually missing as in 'je téléphone mes amis'. Many of these problems occurred because of the corresponding construction in English. Occasionally a verb was used redundantly ('je fais planter' instead of 'je plante') or omitted. Some cases involved incorrect use of a reflexive verb ('l'été s'approche' rather than 'l'été approche'), confusion between active and passive or inappropriate use of an impersonal verb, as in the following examples:

Actual: 'Les chiens sont appris à attaquer.'
Better: 'Les chiens apprennent à attaquer.'

Actual: 'Il me faut que j'ai quitté ...'
Better: 'Il a fallu que je quitte ...'

TABLE 5.3

INTERVIEW TEST: VERB ERRORS, LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

	Per cent of total number of errors	
Error category	Ottawa	Carleton
Verb choice or form		
Inappropriate verb	5.4	6.4
Use of reflexive	1.6	1.0
Infinitive	1.2	0.8
Use of auxiliary	0.8	0.8
Active/passive/impersonal	0.3	0.2
Verb root or ending	0.1	0.2
TOTAL	9.4	9.4
Tense or mood		
Present	2.5	1.8
Passé composé	2.0	1.3
Imparfait	2.1	1.2
Subjonctif	0.3	0.6
Futur or futur proche	0.2	0.6
Conditionnel	0.1	0.4
Other tenses	0.3	0.1
TOTAL	7.5	6.0
Subject-verb agreement		
Lack of agreement re number and/or person	3.0	2.0

Errors of verb tense or mood were classified according to the form which should have correctly been used. Difficulties involving past or present tenses were most common, probably because these were the tenses used most frequently in the interviews.

Errors in subject-verb agreement which might occur in writing are not always possible to detect in spoken French, but those noted often involved number, as in 'Les autres ne peut pas' instead of 'Les autres ne peuvent pas'.

Articles. As shown in Table 5.4, errors in gender ('la travail') or number ('les vaiselle est ...') were the most common types of article error occurring in these interviews, accounting for about 40 per cent of all article errors. Other types of article error were inappropriate choice (as in 'Regard un chien; comme il est beau'), omission ('j'aime Floride'), redundancy ('je viens par l'autobus') or errors involving contractions ('le espace').

Prepositions. Preposition errors accounted for over 10 per cent of all errors made and most often involved inappropriate choice (Table 5.4), as in 'en école' rather than 'à l'école'. Omission of a preposition ('je jouais la clarinette') or redundancy ('dîner dans le soir' where the 'dans' is unnecessary) were also possible. Many of these errors can be accounted for by considering the English equivalent.

Adjectives. Another ten per cent of errors made during these interviews involved adjectives. As may be seen in Table 5.4, most of these were lack of agreement with the noun with respect to gender and number ('français' instead of 'française' or 'spéciales' instead of 'spéciaux'). Inappropriate choice of adjective accounted for about a fifth of adjective errors. Omission, redundancy or the use of an adverb instead of an adjective occurred infrequently.

TABLE 5.4

INTERVIEW TEST: ARTICLE, PREPOSITION AND ADJECTIVE ERRORS, LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

	Per cent of total number of errors	
Error category	Ottawa	Carleton
Articles		
Gender or number errors	5.8	6.3
Inappropriate choice	3.3	4.2
Contractions	2.9	3.2
Omission/redundancy	2.8	2.4
TOTAL	14.8	16.1
Prepositions		
Inappropriate choice	8.7	6.9
Omission	2.3	2.1
Redundancy	2.2	1.8
TOTAL	13.2	10.8
Adjectives		
Errors of gender or number	8.1	9.6
Inappropriate choice	2.1	1.9
Other	0.1	0.2
TOTAL	10.3	11.7

Nouns. Table 5.5 shows the type of noun errors made in these interviews. Most often involved was inappropriate choice (for example, 'temps' instead of 'fois'). Related to this category was the use of 'chose', 'quelque chose' or 'chose comme ça' in place of the appropriate noun. Omission, redundancy ('une table à tourne-disque' instead of 'un tourne-disque') and number errors were also possible.

Pronouns. Like noun errors, difficulties with pronouns accounted for nearly 10 per cent of all errors (Table 5.5). Most commonly, the pronoun was missing, as where 'en' was omitted in 'on avait un à la maison'. Inappropriate choice of pronoun ('vous' instead of 'on') and errors of gender or number were next in frequency, while other possible pronoun errors included redundancy, lack of reference or problems with contractions.

TABLE 5.5

INTERVIEW TEST: NOUN AND PRONOUN ERRORS,
LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of total number of errors	
	Ottawa	Carleton
Nouns		
Inappropriate choice	4.6	5.4
'Chose', 'quelque chose', etc.	2.4	1.7
Other	0.8	0.7
TOTAL	7.8	7.8
Pronouns		
Omission	3.6	3.7
Inappropriate choice	2.0	2.0
Errors in number or gender	1.5	3.1
Other	1.6	1.1
TOTAL	8.7	9.9

Other Types of Error

Errors of other kinds, not related to linguistic elements, accounted for nearly a quarter of all errors made, as shown in Table 5.6, where such errors are grouped into two types. Categories here had to be considerably different from those used with the grade 10 writing samples, because of differences in the two forms of communication.

About two thirds of the errors which were not those of linguistic elements involved an apparent lack of appropriate vocabulary. These errors included awkward or non-idiomatic constructions, use of the wrong part of speech, incorrect word order or sentence construction, and anglicisms not included elsewhere, as in the following examples:

Actual: 'Je deviens rouge du soleil.'
Better: 'Je rougis du soleil.'

Actual: 'Des certificats de nager'
Better: 'Des certificats de natation'

Actual: 'Chambre pour la famille'
Better: 'Salle familiale'

The use of nonexistent words or saying 'je ne sais pas le mot' would also fall into this grouping, as would the category for long hesitations or one or more false starts.

In the second type of error, sometimes there was a lack of understanding, with an inappropriate response or none at all. In an unanalyzable segment, the sense was obscured so that the type of error could not be determined; if more than one interpretation was possible, the segment was called ambiguous. Incomplete segments such as 'Cette été mon frère fait des modifications et plus vite' were categorized separately. A final category was reserved for segments which were inaudible or incomprehensible. Some of the errors of these types could also be due to lack of vocabulary.

TABLE 5.6

INTERVIEW TEST: OTHER TYPES OF ERROR, LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Error category	Per cent of total number of errors Ottawa	 Carleton
Lack of vocabulary		
'Je ne sais pas le mot'	4.2	4.4
Awkward, non-idiomatic constructions	2.6	4.1
Hesitations, false starts	2.7	2.5
Word order/sentence organization	2.7	2.3
Wrong part of speech	2.1	2.5
Anglicisms not covered earlier	0.7	2.1
Nonexistent word	0.1	0.0
TOTAL	15.1	17.9
Other		
Inaudible/incomprehensible	3.0	2.9
Incomplete segment	2.1	1.0
No response, does not understand	0.4	1.3
Unanalyzable segment	0.7	0.5
Inappropriate response	0.3	0.5
Ambiguous segment	0.2	0.0
TOTAL	6.7	6.2

Anglicisms

The errors which were judged to be anglicisms or caused by the influence of English were tabulated separately according to the categories into which they fell. These errors, which consisted of approximately ten per cent of all errors, are shown in Table 5.7, which indicates for the combined group of students from both Ottawa and Carleton the number of errors in each category which were considered to be anglicisms.

TABLE 5.7

INTERVIEW TEST: ERRORS CLASSIFIED AS ANGLICISMS, LATE-ENTRY IMMERSION, GRADE 12, OTTAWA AND CARLETON COMBINED, SPRING 1982

Error category	Number of anglicisms
Linguistic elements	
Verbs	58
Articles	11
Prepositions	66
Adjectives	15
Pronouns	2
Nouns	85
Adverbs	1
Conjunctions	52
Other types	
Lack of vocabulary	122
Total number of anglicisms	411
Total number of errors	4140
Number of students tested (Ottawa and Carleton)	60

The linguistic elements in Table 5.7 are listed in the same order as in Table 5.2, where the elements were arranged in the order of the frequency of errors. It will be seen that the order of frequency of identified anglicisms is not the same as that for errors in general. Errors involving nouns and prepositions were more likely to involve anglicisms than other linguistic elements. In the case of both nouns and verbs, it is likely that limited vocabulary as well as interference from English caused difficulty, while in the case of prepositions perhaps direct translation from English caused much of the difficulty, as in 'chercher pour ...', 'téléphoner quelqu'un', etc.; over 10 per cent of the errors involving prepositions were classed as anglicisms. In the case of conjunctions, relatively few errors were made, but a high proportion of the actual errors were considered to be anglicisms.

As in the case of the writing samples, the identification of anglicisms involves both judgment and extensive knowledge of both languages. The present study should be considered as an exploratory rather than a definitive attempt to assess the problem.

SUMMARY

A random sample of about 60 bilingual-program grade 12 students who had completed a late-entry immersion program in Ottawa and Carleton took a half-hour French oral interview test. Each student was given a rating based on the level of linguistic competence and the taped interviews were later subjected to an error analysis technique.

No significant difference was found in the distributions of ratings of the Ottawa and Carleton groups. More students in each group scored at Level 2 than any other level. At this level of competence the speaker can satisfy routine social and limited professional needs. The Ottawa and Carleton groups had 6 and 12 per cent, respectively, below this level, and 37 and 56 per cent above it.

The error analysis indicated that both groups tended to make errors with much the same frequency and in similar categories. About 10 per cent of these were classed as errors which were anglicisms or caused by the influence of English. Additional work is needed to improve the classification of errors, but the tables showing the distributions of errors over the various classifications should be of interest to teachers, consultants and program developers. It must also be remembered that no account was made here of the complexity of the structures used and that an examination of the structures and vocabulary actually used by the students would be a most desirable supplement to the error analysis described in this chapter.

Chapter Six

FRENCH LISTENING COMPREHENSION, GRADES 9 AND 11

For several years the IEA tests of French listening comprehension have been used as one of the measures of French proficiency for groups in both core and immersion French classes in Ottawa and Carleton schools. Such tests always require the use of a tape recorder and conditions which make the voices on the tape audible throughout the room. During each test session efforts were made to provide the best conditions possible. The testers were required to listen to the tapes before the test was administered, and if tapes were found to have background noise they were re-recorded. Whenever possible, the tests were administered in classrooms rather than in larger rooms or areas.

In spite of the efforts made to identify and remove causes of difficulty in the administration of these listening comprehension tests, another problem occurred during the 1982 administration of the IEA IVS listening test, which was described in some detail in Chapter One. Although the tapes had been found to be satisfactory when tried out prior to the test session, it was discovered that when they were played on certain tape recorders with the volume high enough for the classroom situation, the sound was sometimes distorted enough to make comprehension difficult. After this discovery, only tape recorders which performed adequately in the classroom situation were used. However, it was impossible to repeat the testing already done, and as a consequence there are limitations on the comparisons which can be made.

In this chapter, results of the listening comprehension tests given in 1982 to grade 9 and 11 bilingual program classes are presented, together with those of previous years. However, because of the difficulties which arose in 1982, comparisons should be made with caution. When there are consistencies across the years, it seems likely that the results are trustworthy, but in the case of inconsistencies, one should look for additional supporting evidence. With respect to the 1982 results, it should be safe to compare groups which have been identified as having been tested under comparable conditions, at least with respect to the type of tape recorder used.

It is well known that ability to comprehend speech under difficult conditions, such as the existence of background noise or other distractions, is in fact an indication of a high level of proficiency in this area. Perhaps it will be possible to carry out in the future some better controlled studies of this aspect of listening in a second language.

INSTRUMENT USED AND GROUPS TESTED

The instrument used in 1982 to measure French listening comprehension was the 37-item IEA Population IVS French Listening Test, which is described more fully in Chapter One. In this test, the student is required to select from pictures or written alternatives the correct answer to questions about the recorded French selections.

All bilingual classes at both grade 9 and grade 11 in Ottawa and Carleton were given the listening test. Groups of students who had been in either the primary-entry or late-entry immersion program at the elementary level were identified through the on-going tracing procedures, supplemented by a brief student survey of background in French. In order to be included in one of the primary-entry analysis groups, a student must have been enrolled in a primary-entry immersion program in at least grades 4 through 8 before entering and remaining in a bilingual high school program. Students included in the late- entry analysis groups had completed the entire late-entry immersion program in the board where they were presently enrolled. It will be recalled that the Ottawa program starts in grade 6 with 100 per cent instruction in French, followed by 50 per cent in each of grades 7 and 8. The Carleton Board program is offered at grades 7 and 8, with 80 per cent French in each grade.

In Ottawa graduates of both primary- and late-entry immersion programs, as well as students with a variety of other backgrounds, could follow a bilingual program in three high schools. In Carleton the situation was somewhat different. At the grade 11 level the students from the two elementary streams attended different high schools; three schools provided a continuation program for students from late-entry immersion and two did the same for graduates of the primary-entry stream. At the grade 9 level in Carleton, however, three high schools in 1982 included students from both streams, while one remained primarily for students from primary-entry and another for those from late-entry.

A description of the cumulative times and number of courses taken at the high school level is given in Chapter One, with additional detail in Appendix A. It should be recalled that in the Carleton Board secondary program the students could choose to take from one to four courses in French and the total number of courses taken was therefore a factor in deciding into which analysis group a student would fit. In Ottawa most students take four subjects a year for the first two or three years of high school.

SPRING 1982 RESULTS

The inconsistencies of the quality of the recording of the test were discussed earlier and the reader should be reminded that there are therefore limitations on the comparisons which may be made.

Grade 9 and 11 listening comprehension results for Ottawa groups, all of which were tested with the better tape recorder, are shown in Table 6.1. Results for a small group of Carleton late-entry students tested with the better-quality machine are not shown, since the group was small and not likely to be representative of the total sample.

TABLE 6.1#

IEA IVS FRENCH LISTENING COMPREHENSION, GRADES 9 AND 11, OTTAWA, SPRING 1982

Grade	Board	Program	Mean	SD	N
Grade 9	Ottawa	Primary-entry	26.9*	4.7	71
	Ottawa	Late-entry	23.0	3.0	21
Grade 11	Ottawa	Primary-entry	27.7	4.5	11
	Ottawa	Late-entry	25.5	5.4	42

* Mean of this group significantly greater than that of the late-entry group in the same board at the same grade level ($p < 0.05$).

It is not appropriate to make comparisons between results in Tables 6.1 and 6.2 because of the fact that the tape recorders used were of very different quality.

For the Ottawa groups shown in Table 6.1 the grade 9 primary-entry mean score was significantly greater than the grade 9 late-entry one. Although the score for the small grade 11 primary-entry group was more than two points higher than the late-entry one at the same grade level, this difference was not statistically significant. Although both grade 11 groups scored higher than the corresponding grade 9 group, these differences were not significant. It is likely that some of the differences might have been significant had the groups been larger.

Table 6.2 shows grade 9 and 11 listening results for the Carleton groups, all of which were tested using the tape recorder which tended to produce lower quality sound. Scores for the small Ottawa group from one school which were tested under poorer conditions are not shown. It must be emphasized, once again, that because of variations in testing conditions comparisons should not be made between results in Tables 6.1 and 6.2, although comparisons of groups in any one table are appropriate.

TABLE 6.2#

IEA IVS FRENCH LISTENING COMPREHENSION, GRADES 9 AND 11, CARLETON, SPRING 1982

Group	Board	Program	Mean	SD	N
Grade 9	Carleton	Primary-entry	23.8*	5.6	80
	Carleton	Late-entry	19.7	6.3	64
Grade 11	Carleton	Primary-entry	31.2*	3.5	36
	Carleton	Late-entry	24.3	4.3	59

* Mean of this group significantly greater than that of the late-entry group in the same board at the same grade level ($p < 0.05$).

# It is not appropriate to make comparisons between results in Tables 6.1 and 6.2 because of the fact that the tape recorders used were of very different quality.

When the results of various Carleton groups (Table 6.2) were examined, it was found that at neither grade level was there a significant difference between the primary-entry groups having differing numbers of courses. At the grade 9 level the total group of primary-entry students had a mean score significantly greater than that of the late-entry one. At grade 11, the total primary-entry group had a mean score which was significantly greater than that of the late-entry group at the same level.

The results of each of the grade 9 groups in Carleton were compared to the parallel group in grade 11, and in each case the grade 11 mean score was found to be significantly greater than the grade 9 one.

COMPARISON WITH PREVIOUS YEARS

Results achieved by various groups of students in earlier years are presented in Table 6.3, along with those of the 1982 groups. The 1982 Ottawa results for those students who took the test with the better quality recorders are not shown here since it was possible that they would not be comparable to the others. Although there were no known instances of lack of uniformity in the quality of the production of this taped test in earlier years, such an occurrence could have been possible.

TABLE 6.3

IEA IVS FRENCH LISTENING COMPREHENSION, GRADES 9 TO 12, OTTAWA AND CARLETON, 1977 TO 1982

Grade, Year and Group				Mean	SD	N
Primary-entry						
Carleton	1982	Grade 9	(5780 hr)	23.8	5.6	80
Ottawa	1981	Grade 10	(6480 hr)	22.3	6.3	30
Carleton	1981	Grade 10	(6160 hr)	28.5	4.0	44
Carleton	1982	Grade 11	(6360 hr)	31.2	3.5	36
Late-entry						
Ottawa	1978	Grade 9	(2600 hr)	19.6	6.3	54
	1977	Grade 9	(2600 hr)	22.2	5.7	25
Carleton	1982	Grade 9	(2180 hr)	19.7	6.3	64
	1978	Grade 9	(2120 hr)	18.2	5.5	66
	1977	Grade 9	(2120 hr)	17.6	5.7	62
Ottawa	1981	Grade 10	(3040 hr)	19.7#	5.7	61
	1980	Grade 10	(3040 hr)	24.3	3.6	43
	1978	Grade 10	(3040 hr)	24.3	4.7	16
Carleton	1981	Grade 10	(2440 hr)	21.4	5.0	60
	1980	Grade 10	(2440 hr)	19.5	5.8	58
	1978	Grade 10	(2390 hr)	20.6	6.6	49
	1977	Grade 10	(2390 hr)	24.3*	5.2	27
Carleton	1982	Grade 11	(2720 hr)	24.3	4.3	59
	1978	Grade 11	(2660 hr)	24.9	6.1	24
Carleton	1979	Grade 12	(2930 hr)	24.5	7.1	22

Mean of this group significantly lower than those of either the 1980 or 1978 Ottawa late-entry grade 10 groups ($p < 0.05$)

* Mean of this group significantly greater than that of the 1980 Carleton late-entry grade 10 group ($p < 0.05$)

The results shown for the Carleton primary-entry groups are those for the combined groups, regardless of number of courses taken each year in high school. It should also be noted that for some of the years results are not given for Ottawa late-entry groups since there were not yet students at that particular grade level who had experienced the entire late-entry program since grade 6. The cumulative hours for groups at the same grade level in the same board may vary between years because students had had either a 20- or 40-minute core program in the elementary grades prior to beginning a late-entry immersion program.

For grade 9 in both boards and for grade 11 in Carleton, there was no significant difference between different years' results for the late-entry groups with similar backgrounds and in the same board. At grade 10, however, the 1981 late-entry Ottawa group had a mean score which was significantly lower than those of the two other years, and in Carleton the 1977 late-entry score was significantly greater than that of 1980 but not significantly different from the 1978 or 1981 ones.

The primary-entry results shown for the grade levels were compared to the various late-entry ones. The Carleton board grade 9 primary-entry group mean (1982) was significantly higher than any of the three late-entry ones shown for the same board. In grade 10 the primary-entry group (1981) mean in Carleton was significantly better than those for the four late-entry groups there and in grade 11 the mean score of the 1981 primary-entry group was also significantly better than those of the two late-entry groups. The only level where such a comparison was possible for Ottawa was grade 10; for this group the 1981 primary-entry mean was not significantly different from that for any one of the three late-entry groups.

SUMMARY

The IEA IVS French Listening Comprehension Test was administered to bilingual high school pupils in grades 9 and 11 in both Ottawa and Carleton. The pupils were assigned to various analysis groups depending on their elementary school background in French and on the number of courses taken in French in high school.

Difficulties with the tape recorders used resulted in test administrations which were not equivalent for all schools and it was necessary to group those which had one type of recorder together and to avoid comparing these results with those in the other schools where a different type of recorder was used. It is a particular problem of listening tests that test conditions may differ, despite all efforts to the contrary.

In each case the primary-entry group had a higher mean score than the late-entry group at the same level. This difference was statistically significant in all but one case; the exception was grade 11 in Ottawa, where a small number of students was involved.

The grade 11 groups all scored higher than the corresponding grade 9 ones. These differences were significant for the Carleton groups but not for those in Ottawa.

Where possible the 1982 results were compared with those from earlier years at the same or different grade levels. Neither the three Carleton late-entry grade 9 groups, nor the Carleton grade 11 late-entry ones showed significant differences between these various groups with similar backgrounds at the same grade level in the same board. At grade 10, however, one of the late-entry groups differed significantly from at least one of the three or four others in both Ottawa and

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Carleton. Where possible, a comparison was also made between the primary-entry scores and all of the various late-entry ones at the same grade level and in the same board. In each of grades 9, 10 and 11 the Carleton primary-entry group had a significantly higher mean than any of the late-entry groups at the same grade level in the same board. The only level where such a comparison was possible for Ottawa was at grade 10 where it was found that there was no significant difference between the 1981 primary-entry group and any of the three late-entry groups.

Chapter Seven

SURVEYS FOR BILINGUAL-PROGRAM STUDENTS, GRADE 12 AND GRADUATE GROUPS

INTRODUCTION

Since its inception in the fall of 1972 with a single class of grade 9 students, the Ottawa high school bilingual program has grown to include three high schools where students in grades 9 to 13 are able to take a variety of courses in French. As other programs have become available - kindergarten-entry immersion since 1969 and grade 6 entry since 1973 - the backgrounds of students entering the bilingual high school have continued to change. The basic concept, however, remains the same: students are able to learn a second language through a high school program in which they take approximately half their courses in French.

In the Carleton Board of Education, special high school French programs have been available in certain high schools since the first cohort of late-entry immersion students reached grade 9 in the fall of 1975.

As increasing numbers of students reach the end of their high school bilingual program, it becomes desirable to examine the effects of the program choices these students have made, both on their high school careers and on what they expect to be doing after leaving school. In the spring of 1981, grade 12 bilingual-program students in Ottawa and Carleton were given a questionnaire addressing these questions, along with several measures of French proficiency. The results of this survey are found in Working Paper 143 and the Eighth Annual

Report of the FRENCH Project. The questionnaire was revised slightly and administered again to the same grade level in both boards in the spring of 1982, and a short questionnaire for grade 13 students attempted to update the information obtained from them in the previous year.

In addition, there were sufficient graduates of the Ottawa program to justify a survey of the grade 12 groups from 1978-79 and 1979-80 in this board. The questionnaire for these former students included many of the same kinds of questions as were asked of the grade 12's and also requested more information about their experiences since leaving school.

This chapter will summarize results of the surveys carried out in 1982, with comparisons with the previous year's findings where possible. Further details may be found in FRENCH Working Papers 146 and 147; copies of the instruments used are Appendix D of the present report.

GRADE 12 SURVEY

The purpose of the 1982 questionnaire for grade 12 bilingual-program students in Ottawa and Carleton remained similar to that of the earlier version: "to examine the student's assessment of the program completed and the level of French proficiency reached, to obtain information about future educational and career plans of this group of students, especially the role of the French language in these plans, and to obtain a record of a permanent address at which these students could be reached if more information regarding actual post-secondary activities were required in the future" (Morrison, et al, 1981).

Background

A total of 130 students in Ottawa and 52 in Carleton completed questionnaires. These numbers represent about 80 and 60 per cent, respectively, of the groups enrolled in the grade 12 French Language courses of the two boards.

Of the respondents from the three Ottawa bilingual high schools, two main subgroups were analyzed. The first consisted of 71 students who had experienced all or part of the Ottawa Board's late-entry immersion program, plus four years in a bilingual high school; 43 of these students had been in an immersion or bilingual program since grade 6. The second subgroup included 31 students who had entered the Ottawa Board's bilingual high school at grade 9 or grade 11 from either a kindergarten- or late-entry immersion program offered by the separate school system. In reporting results, these groups are generally combined unless differences among them are significant. A total of 28 responses from Ottawa students were omitted from the analysis because they were only in their third year of high school or had backgrounds that included mainly French-language schooling or programs outside the Ottawa area.

In Carleton, a group of 44 students from three schools was considered to be representative of that board's late-entry immersion and follow-up high school program; eight responses were omitted from the Carleton analysis for the reasons mentioned above.

Only one or two of the students included in any of the analysis groups noted that they had had more than one year of French schooling, though several mentioned that they had taken no French at all in some grades.

Plans for the Future

Students were asked five questions about their educational and career plans and the role they expected the French language to play in them. An overwhelming majority (from 87 to 95 per cent) of the students indicated that they intended to return for grade 13 the following year. Very few planned to be employed full time but nearly two thirds expected to have a part-time job.

In Carleton, 55 per cent of the respondents planned to take at least one French course in grade 13. In the Ottawa schools, 63 per cent of the Ottawa Board group and 48 per cent of the group from the separate school system planned to take one or more courses in French. It may be noted by way of comparison that over 70 per cent of the 1981 grade 12 group in Ottawa were taking a French course at the grade 13 level in the following year.

University figured prominently in the plans of these students after they finished high school, with 80 to 90 per cent of the groups noting plans for post-secondary education. This is similar to the proportion of the grade 13 respondents who expected to obtain further education.

When asked what role they expected the French language to play in their future jobs or education, about half of these grade 12 students said either that they expected a knowledge of French to assist them in getting a job or that they thought they would need it in their chosen career. Others mentioned communication with French-speaking people, travel or studying French at university. Only 10 to 15 per cent thought French would play a minor role or none at all.

French Proficiency

Students were asked to rate, on a three-point scale, their proficiency in the four skill areas of listening to, reading, writing and speaking French; the results are shown in Table 7.1. Chi-square tests do not indicate any significant difference ($p > 0.05$) between the three groups in the proportion who feel they can handle the use of French "with confidence". However, it can be seen that well over half of the groups felt they could cope confidently with the receptive use of French (listening and reading) and about a fourth believed they could do so in writing and speaking, the productive aspects of the language.

TABLE 7.1

STUDENTS' ASSESSMENT OF THEIR FRENCH PROFICIENCY,
GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Skill area	Rating	Responses N	Responses %
Listening	With considerable difficulty	3	2
	Adequately	41	28
	With confidence	101	70
	TOTAL	145	100
Reading	With considerable difficulty	2	1
	Adequately	64	44
	With confidence	79	54
	TOTAL	145	100
Writing	With considerable difficulty	25	17
	Adequately	85	58
	With confidence	36	25
	TOTAL	146	100
Speaking	With considerable difficulty	13	9
	Adequately	90	62
	With confidence	43	29
	TOTAL	146	100

It is possible to compare the students' assessment of their French proficiency with actual scores on the test of French grammar and usage administered at the same time. For purposes of this comparison, students in all the groups who had answered questionnaires and taken the Test de français IV were divided into high-, medium- and low- scoring groups. Table 7.2 compares the students' ratings of their proficiency in French reading and writing with French achievement scores. There is a slight relationship between self-rating and French scores, but it seems likely that personality as well as actual achievement plays a part in determining how confident the student feels.

TABLE 7.2

CROSS-TABULATION: FRANCAIS IV SCORE AND STUDENTS' ASSESSMENT OF FRENCH PROFICIENCY, GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Rating of French proficiency	Number of students in group		
	Low-scoring	Medium-scoring	High-scoring
Reading			
With difficulty	2	0	0
Adequately	23	26	13
With confidence	16	34	26
TOTAL	41	60	39

$x^2 = 6.466$, df = 2, $p < 0.05$, combining categories with difficulty and adequately

Writing			
With difficulty	10	12	2
Adequately	26	32	23
With confidence	5	16	15
TOTAL	41	60	40

$x^2 = 6.948$, df = 2, $p < 0.05$, combining categories as above

Students were also asked how well prepared they felt for using French in a job or education; responses are shown in Table 7.3. Most students gave statements which indicated a fair degree of confidence in their ability to handle the situation, but almost 20 per cent of the total group appeared not to feel adequately prepared to use French.

TABLE 7.3

RESPONSES TO THE QUESTION "HOW WELL PREPARED DO YOU FEEL TO USE FRENCH IN A JOB OR EDUCATION?", GRADE 12, OTTAWA AND CARLETON, SPRING 1982

Preparedness in general	Typical comments	Number of students
Confident	Well prepared, confident, comfortable, almost bilingual, competent, 100% sure	41
Reservations	Adequately, well enough, fairly competent, quite well if I had more confidence, can communicate if I have to, capable of using French as long as I continue to study it, adequate for social but not business use	70
Difficulties	Need more practice in speaking, not fully prepared, not enough confidence, not comfortable, apprehensive, French writing skills will hinder me	23
Others	Won't use French, as well as I will ever be, could not cope with university with francophones but job would depend on level required	3
No response	No response, don't know, too hard to say	9
TOTAL NUMBER OF RESPONDENTS		146

A final question pertaining to French competency asked students how their level of proficiency compared with what they had expected to achieve when they entered a bilingual or immersion program. Their responses, as tabulated in Table 7.4, indicate that about 60 per cent of the Ottawa group and 80 per cent of the Carleton group felt they had achieved as much as they had expected or more; this difference is significant ($p < 0.05$). Some typical comments are given below:

- I took the French courses to become fully bilingual and that's what I now am.
- I find that I am quite pleased with my functional French - but I wish my oral French was of a higher quality.
- I hoped to be completely bilingual - I am not, but I have learned a tremendous amount.
- I don't think I should be considered bilingual at the end of the present year.

TABLE 7.4

RESPONSES TO A QUESTION ON HOW THEIR LEVEL OF FRENCH PROFICIENCY
COMPARED WITH WHAT HAD BEEN EXPECTED, GRADE 12,
OTTAWA AND CARLETON, SPRING 1982

	Ottawa		Carleton	
Achievement	N	%	N	%
More than expected	17	17	11	25
About what expected	47	46	25	57
Less than expected	33	32	6	14
No response/Don't know	5	5	2	4
TOTAL	102	100	44	100

$\chi^2 = 5.683$, $df = 1$, $p < 0.05$, using categories at least what expected and less than expected.

Opinions about the Bilingual Program

Because of the variety in the suggestions made by the students, some difficulties were encountered in the analysis of responses to the write-in questions about good aspects of the program and improvements that might be made. It might be expected that there would be some difference between the responses of the Carleton and Ottawa groups to the questions about the programs they had followed, since these programs differ quite widely, in starting grade, per cent of the day in French, number of high school French courses offered, etc. However, many similarities in the responses were also found; it is difficult to give a precise analysis here because of the format of the questions asked. The following paragraphs indicate in a general way the scope of answers and those types of comment most often encountered in the responses.

The most frequently mentioned aspect of the program that the Ottawa students had found particularly good involved the French literature courses. Over a quarter of the Ottawa Board group and a third of the students from the separate school program said they had enjoyed these courses and the reading; two noted specifically French Canadian literature and two mentioned the variety in the works studied. About 15 per cent of Carleton students also mentioned French Literature courses. The French Language program, grammar and written work was mentioned by about 20 per cent of the separate board group and by smaller proportions from Ottawa and Carleton Board programs. About 20 per cent of students in Ottawa schools mentioned other specific courses (Drama, Geography, History, Mathematics, Economics) or said they found it helpful to be able to study other subjects in French.

The aspect of the program most frequently cited by Carleton students as especially good involved the exchanges and excursions; more than a quarter of the students mentioned this:

- The exchanges were good - especially the one to France as we finally could use the French we were taught.
- The exchange programs were particularly good. They not only provided a cultural learning experience, they did a great deal to help understand French.

Over 15 per cent of the total Ottawa group also mentioned the outside activities: the plays at the National Arts Centre, bilingual exchanges, field trips and excursions.

About 15 per cent of the Ottawa students said they had found some aspect of the public school program particularly good - a particular teacher, the methods used or simply being exposed to French and having to use it for the whole school day. A half dozen students in Carleton also felt that the almost totally French instruction in their first years in late immersion had led to the greatest improvement in French:

- The early years ... were particularly good because we were in practically 100% total French all day, at school, using and practising our French to a good extent.

Three Carleton students from from one school appreciated the fact that they had been forced to speak only French in the classroom:

- Having been forced to speak French at all times in the classroom, even when force was applied (Madame et son fouet).

One student from the separate school system expressed appreciation of the program received there:

- The immersion program used in the Ottawa Separate School Board was very good in all aspects. To learn French at the same pace as English was extremely helpful. The bilingual program used in the Ottawa Board of Education is also good, although I found myself a little more advanced, due to the immersion programs.

Three major themes kept recurring in the responses to the question "What would you like to see done to improve the immersion programs in the schools of this area?" These grade 12 students felt, first, that there should be more emphasis on speaking skills, second that there should be a wider selection of courses offered in French, and finally, that better teaching staff was needed, based on qualifications rather than seniority.

A quarter of the Ottawa students mentioned the importance of oral participation, suggesting such things as a French club, smaller classes or oral evaluation in order to achieve this end. Other students mentioned related themes: half a dozen wanted more excursions to increase the students' exposure to French outside the classroom, and another half a dozen felt that the program should include more time in French, either beginning at a younger age or including a higher proportion of the day in French. Again, a quarter of the Carleton group mentioned the oral aspect, saying that this should be stressed more in school and exposure increased outside the classroom.

- more exposure to oral and written French in the 'real' world; we've only been exposed to the same people we've gone through the program with - when out in the French community it is a different experience.
- Better teachers. No, actually better curriculum - including MUCH MUCH MORE verbal French!!!!

Several general or specific ideas about program organization or methodology were mentioned, but the improvement most often desired in relation to courses was the provision of greater freedom and flexibility by offering more subjects in the French language; specific suggestions for courses to be given in French included drama, science, physical education and typing. About a third of the Carleton group suggested the extension of the program to include more courses, especially in the upper levels; concentrating the program in a single school was suggested by one student as a way to accomplish this.

- I feel that more variety in the French courses is necessary, instead of the ever present grammar and literature courses.

- I feel that you should be able to continue taking history and geography in French in grade 13. Perhaps the course could be expanded to include other subjects, for example science and math.

A third major area, mentioned by about 15 per cent of students in each group, was the need for well qualified teachers:

- They should have better qualified teachers. For instance to have a math course taught in French, we are entitled to have a teacher who knows math and can speak French.

It has already been noted that exchanges and excursions were felt by many students, especially in Carleton, to be extremely helpful, so it is not surprising to find a group of students mentioning this kind of activity when asked about improvements they would like to see in the programs. Other suggestions included more grammar, more interesting literature books, more creative writing, more texts, films and outings.

Optimal Grade for Starting Immersion

Table 7.5 shows the responses of these groups of students to a question about the optimal time for starting an immersion program. There is a significant difference ($p < 0.05$) in the proportion favouring kindergarten-entry immersion between the Ottawa group and the separate board group, which appears to include a higher percentage of students who did join such a program at the kindergarten level.

TABLE 7.5

RESPONSES TO THE QUESTION "AT WHAT GRADE DO YOU THINK A STUDENT SHOULD START AN IMMERSION PROGRAM?", GRADE 12, OTTAWA AND CARLETON, SPRING 1982

	Ottawa		Separate		Carleton	
Grade level	N	%	N	%	N	%
Kindergarten or grade 1	41	58	27	87	23	53
Between grade 2 and grade 5	9	13	3	10	9	20
Between grade 6 and grade 8	16	22	0	0	9	20
No response	5	7	1	3	3	7
TOTAL	71	100	31	100	44	100

More than half of each group felt kindergarten or grade 1 was the best time to start immersion, for reasons that often focused on the ease of learning a language when young:

- The younger one is the easier it is for him to learn.

- Because it gives you more time to learn the language, etc.

Starting in grade 6 or 8 was favoured by others in order to allow consolidation of one's native tongue first:

- A student needs a strong background in at least one language before pushing on. It should be their decision, not their parents'.

The alternative "between grade 2 and grade 5" was selected by 10 to 20 per cent of students as a compromise:

- They shouldn't start in kindergarten or grade one, because they should get the very basics in their mother tongue. If they start too late they will have a harder time, because they will have to relearn everything.

A small group of students felt that the choice of programs was an individual matter and depended on the circumstances:

- It depends on the individual. Some children are not proficient enough in English to study French as well, it would compound their problems. Others are able to begin at an earlier age. This is a silly question and reflects somewhat the inflexibility of a school system that treats all alike.

QUESTIONNAIRE FOR OTTAWA GRADUATES OF A BILINGUAL PROGRAM

Ottawa grade 12 French language classes in 1978-79 and 1979-80 included a total of 270 students. Questionnaires were mailed in spring 1982 to all but four of these students for whom addresses could not be obtained. A final total of 178 questionnaires received represented a return rate of about 65 per cent. Carleton students were not included in this survey because there were very few at this level who had been able to continue a bilingual program to the end of high school.

High School Background

The majority of respondents from both the 1979 and 1980 cohorts had entered a bilingual program in grade 7, 8 or 9 (85 per cent of the first group of respondents and 70 per cent of the second). In addition, the second group included 16 students who were part of the first cohort of the Ottawa Board's grade 6 entry immersion program. From 10 to 15 per cent of the groups came from French-language schools or other programs outside the Ottawa Board.

Over 90 per cent of the respondents in both cohorts had completed the required credits for grade 13 and their OSSHGD. Only two former students had not finished grade 12 while a handful had left school with an OSSGD. This proportion is similar to the percentage of the grade 12 group who expect to take grade 13.

Table 7.6 indicates the number of French courses taken in high school by these two groups of students. It will be recalled that in Ottawa 13 French credits entitle a student to a Bilingual Certificate; thus, nearly 90 per cent of this group appears to have attained this goal. There was a tendency, not quite reaching significant levels, for more of the first group to take additional courses in French.

TABLE 7.6

NUMBER OF FRENCH COURSES TAKEN IN HIGH SCHOOL BY TWO GROUPS OF OTTAWA GRADUATES OF A BILINGUAL PROGRAM, SPRING 1982

Response	1979 group		1980 group		Total group	
	N	%	N	%	N	%
Less than 10	3	4	4	4	7	4
10 to 12	2	3	10	10	12	7
13 or 14	34	45	54	53	88	50
15 or 16	26	35	27	27	53	30
More than 16	10	13	6	6	16	9
TOTAL	75	100	101	100	176	100

Activities since Leaving School

From questions about their current job or studies it appeared that 144 respondents (about 80 per cent of the total group) were either full- or part-time students at universities or community colleges. A total of 26 former students were at work at the time the questionnaires were completed, but of these half had plans to return to a university or college course in September 1982 or later. Six respondents were completing high school courses and two were looking for work. It appears that this group, like the grade 12 groups discussed earlier, has a strong orientation towards post-secondary education.

It was determined that about 45 per cent of the respondents from the first cohort had taken the two or more French courses in grade 13 required for the Ottawa Board's Honours Bilingual Diploma, while just under 30 per cent of the second group had done so. In first year university, nearly half of the first group and 30 per cent of the second had taken at least one French course. Seven students appear to have taken half or more of their university courses in French, including one who had spent a year at Laval.

Of those who had taken a French course at the post-secondary level, 40 per cent said they had experienced some difficulty in obtaining a suitable course. The majority of the problems hinged on either finding a course of a suitable level of difficulty or the intransigence of the university in not permitting an apparently qualified student to take more advanced courses.

About two thirds of the respondents described experiences they had had since leaving school which had increased their proficiency in French. Over a quarter mentioned the need to use French in a work situation, and about 15 per cent had spent some time (ranging from a week to 10 months) in a French-speaking area. Close to 10 per cent of the group noted specifically courses at the post-secondary level and a similar proportion mentioned social experiences.

Plans for the Future

About half of the total group planned or hoped to take further instruction in French at some point. The percentage of those wishing to take further courses was about the same for the group which had already taken a French course since high school as for the group which had not.

Some respondents were very specific when asked about their career goals, while others hoped simply to get a job in their field or did not have definite plans. As many as 15 to 20 per cent of the former students in these groups anticipated further education after completion of their present program, while another quarter of them mentioned this either in addition to or as an alternative to plans for a job.

When asked what role they expected the French language to play in future jobs or education, over 15 per cent of the respondents mentioned the study of French, sometimes citing interest courses or doing it for pleasure rather than for practical reasons and in a few cases noting the possibility of study at a French university or abroad. Most responses to this question, however, pertained to the job market. About a quarter of the group thought that a knowledge of French would be an asset when looking for a job, while a similar proportion stated or implied that they expected to have to use French in their chosen career. A smaller number hoped to have a job where they could use their skills in French. Another group, comprising about 15 per cent of the respondents, gave comments about the general value of knowing French.

French Proficiency

Table 7.7 shows how these former students rated their French listening, reading, writing and speaking proficiency. Comparison with the figures shown in Table 7.1 indicates that students in these graduate groups generally rated themselves higher on proficiency in reading and writing French than the grade 12 group. This might be expected since a high proportion of the graduates noted experiences since leaving school which had helped to improve their French. Like the grade 12 groups, the graduates of the bilingual program seemed to feel more confident in their French listening and reading competence than in their ability to write or speak French.

TABLE 7.7

ASSESSMENT OF THEIR FRENCH PROFICIENCY BY TWO GROUPS OF OTTAWA GRADUATES OF A BILINGUAL PROGRAM, SPRING 1982

Skill area	Rating	Responses	
		N	%
Listening	With considerable difficulty	0	0
	Adequately	49	28
	With confidence	129	72
	TOTAL	178	100
Reading	With considerable difficulty	0	0
	Adequately	50	28
	With confidence	128	72
	TOTAL	178	100
Writing	With considerable difficulty	18	10
	Adequately	99	56
	With confidence	60	34
	TOTAL	177	100
Speaking	With considerable difficulty	22	12
	Adequately	93	53
	With confidence	62	35
	TOTAL	177	100

About 15 per cent of the group added a comment about a lack of sufficient emphasis in high school on "oral" or "practical" French skills. About ten per cent of the group felt their French had deteriorated since leaving high school because of lack of use; an additional five per cent noted the tendency to get rusty but included as well a more positive statement to the effect that things improved with practice. Just over five per cent of the group attributed their French learning mainly to experiences outside the bilingual program.

Table 7.8 indicates the responses to a question asking students to compare their achievement with what they had expected to achieve on entering the program. There was a tendency (not quite significant) for a higher proportion of the second cohort to feel they had attained less than they had expected. Responses of the 1980 group to this question are very similar to those of the Ottawa grade 12 group (Table 7.4).

TABLE 7.8

RESPONSES TO A QUESTION ON HOW THEIR LEVEL OF FRENCH PROFICIENCY COMPARED WITH WHAT HAD BEEN EXPECTED BY TWO GROUPS OF OTTAWA GRADUATES OF A BILINGUAL PROGRAM, SPRING 1982

	1979 group		1980 group		Total group	
Response	N	%	N	%	N	%
More than expected	21	29	16	16	37	22
About what expected	38	51	50	51	88	51
Less than expected	15	20	32	33	47	27
TOTAL	74	100	98	100	172	100

$\chi^2 = 5.217$, df = 2, $0.05 < p < 0.10$

A number of respondents who said they had learned more than expected noted that their French was very poor to start with or that they had not been sure what to expect but were pleased with what they had accomplished. About 85 per cent of those who indicated that they were not as good as they had expected to be added a comment, most often mentioning that they had not had enough oral practice.

A final question about French proficiency asked about preparedness for using French in a job situation or further education. Of the 176 respondents to this question, 47 (or over 25 per cent) appeared very confident of their ability to handle French, some clearly because they had already coped successfully in a job. Another 36 seemed also fairly sure of themselves, but did not state this quite so strongly, using expressions such as adequately, quite well or fairly well. Still another 37 former students seemed to feel they would perform satisfactorily in the long run, but mentioned an initial period of adjustment or the need for a refresher course. Others mentioned specific limitations, while a total of 23 students appeared to feel generally unprepared to use French, several of them mentioning particularly the oral aspect. Three respondents said they could manage courses in French but not a job, while two said the reverse.

Opinions about the Bilingual Program

Respondents cited a broad range of items in replying to a question about particularly good aspects of the bilingual program. They included a number of specific courses or activities as well as more general qualities of the program or personnel involved in it. As was the case for the grade 12 student groups describd earlier, the aspect mentioned more often than any other was the French literature program; over a third of both groups spoke of a particular course or the literature program in general. Several respondents noted particularly the benefit of being able to read the works of French authors in the language in which they had been written.

Three other areas that were each mentioned by about 15 per cent of the group were: the high calibre of teachers in the program, the French language or grammar courses, and the field trips such as exchanges or the French drama series at the National Arts Centre. Nearly ten per cent of the group tried in some way to describe the benefit of hearing French used throughout the class and of being encouraged to speak French; oral presentations, smaller classes, and the total immersion experience in grade 6 were all mentioned in this connection.

Most students could also suggest some improvements that they would like to see implemented in the bilingual program. In Table 7.9, which summarizes the most frequently made suggestions, it will be seen that the same four items headed the list for both groups.

TABLE 7.9

IMPROVEMENTS TO THE BILINGUAL PROGRAM SUGGESTED BY TWO GROUPS OF OTTAWA GRADUATES, SPRING 1982

Change suggested	Number from group 1979	1980
Wider course selection	16	19
Better teachers	14	16
More emphasis on oral, conversation	14	16
More outside/extracurricular activities	8	14
Only French spoken in class	6	9
Better ways of teaching grammar	3	12
Expansion to more schools, levels	4	10
Better texts and materials	5	3
Streaming by French proficiency	5	3
No comment	15	19
TOTAL N	76	102

A wider selection of courses was desired by almost 25 per cent of those who offered comments; specific suggestions included science courses, so that students specializing in this area would not have to sacrifice the study of French, and courses such as art or music, which would provide more opportunities for conversation in French. Good teachers, with fluent French and a thorough background in their subject, were noted as a need by about 20 per cent of respondents. Enthusiasm was mentioned as a necessary teacher characteristic several times.

About 20 per cent of those who answered this question felt more provision was needed for oral work or conversation within the classroom structure. Fifteen per cent suggested additional out-of-school or extracurricular activities (such as exchanges with Quebec or local French schools) to provide more opportunity to use "real" French. About 10 per cent said that it was imperative for teachers and students alike to speak French at all times in the classroom. There also seemed to be a widespread feeling that grammar or the basics of the language could be taught more effectively or made more interesting.

Many other suggestions, both general and specific, were made by individual students. But it is apparent from perusing the replies to this question and the preceding one that there are a few concerns that the students consider of prime importance: the teachers, the course selection, and more opportunities to use French, especially in speaking. It will be recalled that these are the same three concerns expressed by the grade 12 students.

Optimal Grade for Starting Immersion

Just about half of the group thought that kindergarten or grade 1 was the optimal time for starting an immersion or bilingual program, while the alternatives "between grade 2 and grade 5" and "between grade 6 and grade 8" were selected by 18 and 26 per cent of the group, respectively. On the one hand, it was felt by some respondents that young children learn more easily and will have more time in the school system for learning, and on the other hand, some thought that children should get a good basis in English before starting immersion. Several tried to pinpoint why they felt younger children had an advantage, using such phrases as:

- they are not concerned with marks, learning is fun
- not embarrassed to try to speak French
- less chance of developing bias and insensitivity towards other languages and cultures.

Effects of the Bilingual Program

In analyzing the responses to the question about the effects of the bilingual program, the first step taken was to determine the number of former students who cited positive effects, negative effects, both or neither. This tabulation is shown in Table 7.10.

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TABLE 7.10

NUMBER OF MEMBERS OF TWO GROUPS OF OTTAWA GRADUATES CITING POSITIVE AND NEGATIVE EFFECTS OF THE BILINGUAL PROGRAM, SPRING 1982

Type of effects	1979 group		1980 group		Total group	
	N	%	N	%	N	%
Positive effects	41	54	40	39	81	45
Negative effects	7	9	10	10	17	10
Both pos. and neg.	22	29	44	43	66	37
No effects	3	4	2	2	5	3
No response	3	4	6	6	9	5
TOTAL	76	100	102	100	178	100

The next step in the analysis of the answers to this question was to break down each response into the individual points made, to classify each as positive or negative and to group them into general categories and subcategories. This process is an approximation at best, since dangers of misinterpreting or taking remarks out of context are considerable and the lists of effects given by students are not necessarily exhaustive. However, it was felt that the hazards of this type of answering mode were outweighed by the advantage of providing an opportunity for these former students to express their thoughts on this topic. Thus Tables 7.11 and 7.12 are intended to convey a general impression of the types of effect, positive and negative, respectively, that these respondents felt were a result of their high school bilingual program.

TABLE 7.11

POSITIVE EFFECTS OF THE BILINGUAL PROGRAM CITED BY TWP GROUPS OF OTTAWA GRADUATES, SPRING 1982

Effects of program	Number of statements made	
	1979 group (76 respondents)	1980 group (102 respondents)
Knowledge		
Increased knowledge of French	16	31
Practical		
Helpful in job or job prospects	21	18
Openings to post-secondary courses, etc.	3	6
Useful in general		7
Useful in travel to French-speaking areas	2	4
Opened doors to cultural/recreational activities	2	
Can use both English and French materials		1
Social		
Good teaching, student-teacher relations	1	3
Enjoyed people, made friends	3	12
Close group, family atmosphere	6	5
Academic		
High standards, competition, motivation		5
Self-discipline, study habits, challenge	7	9
Better educational background	1	
Covered topics more thoroughly	1	
Cultural		
Learned about French Canadian culture	5	7
Openness to people of different cultures		5
General		
Positive effects, asset, advantage	10	7
Enjoyed courses, provided variety	5	6
Knowing second language is a good thing		4
No loss of English skills		3
Good French literature program	3	
Other	5	8

TABLE 7.12

NEGATIVE EFFECTS OF THE BILINGUAL PROGRAM CITED BY TWO GROUPS OF OTTAWA GRADUATES, SPRING 1982

Effects of program	Number of statements made	
	1979 group (76 respondents)	1980 group (102 respondents)
Program		
Limited course selection	8	27
Social		
Isolation from main stream of school life	4	5
Distance, travel time to bilingual high school	2	2
Separation from public school friends	1	
Academic		
English courses and/or marks suffered	4	8
Program harder, took more time	4	6
French courses inferior, learned less	3	1
Difficulty switching languages, only French vocabulary	1	2
Afraid of missing something	1	
General		
Loss of English skills		7
Have not used French, have lost some skill since high school	3	2
Did not enjoy courses	1	3
Not prepared for university		2
Would like to know more French		2
Other	5	3

As expected, the learning of French was one of the most often noted effects of the program. Not only was the increased French proficiency an underlying factor in many responses, but the statement was often expressed in terms that implied a pleasure in being able to communicate or pride in this skill. It was also mentioned by some that this knowledge had enabled them to get jobs, take courses, travel to French speaking areas and participate in a broader range of cultural and recreational activities. Several respondents also felt that their outlook had been broadened by their exposure to a second language and culture.

The most frequently mentioned negative effect was the restriction on course choice; because of the necessity of taking four courses in French, including language and literature and two other academic courses offered in French, some felt they had not been able to take courses that would have been of either interest or benefit to them. The answers to this question may be seen as reinforcing those which suggested that a wider selection of courses in French was a needed change in the program.

The nature of the bilingual program itself had effects on the participants' high school careers which were seen as either positive or negative. Although the requirements of the program were seen as isolating them from the main stream of school life by some students, a similar number viewed the development of friendships within the department as a positive factor for students in a large high school. The high calibre of most students in the program and the nature of the course load meant that bilingual-program participants felt they had to work harder than other students. This fact was seen as necessitating good work habits on the one hand and as resulting in lower marks or the neglect of English courses on the other. The effects felt are clearly a matter of individual aims, experiences and preferences.

SUMMARY

In the spring of 1982 questionnaires were given to both grade 12 bilingual-program students in Ottawa and Carleton and to two groups of Ottawa graduates of a bilingual high school program. The purpose was to investigate the views of these students and former students about the program they had followed - how they felt about their achievement in French, what was good or not so good about the program, the effects on their high school and subsequent careers - and to obtain information about plans for future job or education, and especially the role of the French language in these plans.

The grade 12 questionnaires were administered, along with a measure of French proficiency, to all Ottawa and Carleton bilingual-program students. Although the groups which had been in Ottawa, Carleton or Ottawa Separate Board programs prior to high school had experienced quite different programs, the responses from all groups were very similar. Almost all students planned to take grade 13 the following year, with 80 to 90 per cent anticipating a post-secondary program after that. There were some differences in the number of French courses they planned to take in grade 13, depending to some extent on the availability of such courses in a given high school. Most students felt fairly confident in their ability to use French, especially in listening and reading, and most felt French would be useful to them, especially in the job market.

Questionnaires were mailed in April 1982 to students who had been in Ottawa grade 12 French Language classes in 1978-79 and 1979-80; Carleton graduates in these years were too few in number to be included. Return rate for the graduate questionnaires was about 65 per cent.

While over half of the Ottawa grade 12 group in 1982 had experienced the full late-entry program beginning in grade 6, very few students in the graduate group had been able to join the program at this level and many had entered a bilingual program only in high school. Nevertheless, their views of the bilingual program and their educational and career plans were quite similar to those of the grade 12 group. Although less than half of the students in the graduate group had taken a French course at the university level, about two thirds of them described experiences since leaving school (most often in a work situation) where they had had to use and improve their French.

Three major concerns about the bilingual program were expressed by both the group still in school and those who had left: a wider selection of courses offered in French, more emphasis on speaking and actually using the French language, and better teachers, qualified in both the language and the subject matter taught. The aspect of the program cited most often by the Ottawa students as particularly good was the French Literature program, while Carleton students more often mentioned exchanges and excursions.

The effects of the bilingual program noted by the graduate group were on the whole more positive than negative. Not only did they feel they had learned a lot of French, but this accomplishment was viewed as being useful to them and/or giving them a sense of satisfaction. Many of the effects on high school career, both positive and negative, were the result of restrictions on course choice imposed by the requirements of the bilingual program.

Questionnaires administered to Ottawa bilingual-program students and graduates in 1981 and 1982 cover a four-year span, including responses from students in grade 12 from 1978-79 to 1981-82. No clear trend is apparent in the views of these groups, although the background of the groups continued to change during this period. There will be further changes in the background of grade 12 groups as students from a kindergarten-entry immersion program reach the end of high school and their views of the program they have followed may well be different from the ones described in this chapter.

Chapter Eight

SUMMARY

INTRODUCTION

For the past nine years, continuing grants from the Ontario Ministry of Education have made possible evaluations of second language (French) programs in the Ottawa and Carleton Boards of Education. Previous reports have dealt with various aspects both of core programs at the elementary level and of the immersion or bilingual programs in the upper elementary and high school grades.

The main emphasis of the 1982 contract was the examination at the grade 10 level of the French proficiency of graduates of primary- and late-entry immersion who continued in high school bilingual programs. Testing of French proficiency was also carried out in bilingual-program classes in grades 8 to 12 to allow a cross-sectional comparison to be made.

The tracing of students who had begun school in an immersion kindergarten in 1971 or 1974 and of comparison students in regular English programs was to be continued in order to identify students for later testing, to examine choices made by them at various stages and to compare retention rates in the various programs. A follow-up study of graduates of bilingual high school programs was begun, with special attention given to the French language courses taken after graduation and to their use of the language in other situations.

The first chapter of the report includes a general introduction, with descriptions of the programs and groups studied and of the various instruments used. Chapters Two through Six are concerned with the

French proficiency testing carried out in grades 8 through 12. Chapter Two provides results of the appropriate level of the Quebec Test of French reading and language usage for grades 8 to 12, with special emphasis on grade 10. Chapter Three deals with the French writing samples done by grade 10 students. Results are given in Chapter Four for a group of grade 10 primary-entry students on the Public Service Commission tests, as well as for students in grades 8 and 10 on a French speaking test devised to examine the mastery of particular grammatical structures. The French interview test results and error analysis are examined in Chapter Five and French listening comprehension of grades 9 and 11 in Chapter Six. Chapter Seven presents the results of surveys of the grade 12 and bilingual-program graduates. The questionnaires used were intended to investigate the students' view of the programs they had followed, plans for the future, and use of French in situations outside school.

This summary chapter provides an overview of the results given in the earlier chapters. In each case the chapters in this report and the related working papers which describe the results are indicated.

TEST OF FRENCH READING AND LANGUAGE USAGE, GRADES 8 TO 12
(Chapter Two or Working Paper 148)

A series of tests developed in Quebec for francophone students appeared to be suitable for the cross-sectional examination of bilingual-program students in grades 8 through 12, and in addition provided the possibility of comparison with previous years. In order to allow the equating of scores on one level of the test to those on another, some students at selected grade levels took two levels of this test of French reading and language usage. Relating of scores from one level to another was therefore possible, using an equipercentile method.

As the main emphasis was to be on grade 10 results, these are presented first for the primary- and late-entry immersion groups of the two boards. The mean score of the Carleton primary-entry students (with a total of 5 to 8 courses in French at the high school level and a cumulative time in French of about 6400 hours) was significantly higher than that of the Ottawa late-entry group (with a cumulative time of about 3900 hours), but did not differ significantly from those of the Ottawa primary-entry (6900 hours) or Carleton late-entry groups (3000 hours). In addition, the mean of the small Carleton primary-entry group with 7 or 8 courses in French was significantly higher than the Ottawa primary-entry group which had a similar number of courses, as well as that of the Carleton group with 5 or 6 courses.

No significant differences were found among the mean scores of the four groups on the paragraph completion or vocabulary subtests, but the combined Carleton primary-entry group scored higher than the comparable Ottawa group on the spelling subtest. It was found that the subtest means for the various groups fell between the 10th and 40th percentiles relative to Quebec francophone norms for students in secondaire IV (grade 10).

It was also possible to compare these scores with those of the grade 10 groups of the previous year, when the primary-entry group in each board had a significantly higher mean score than the late-entry group on the total test as well as on several part scores. In only two cases was there a significant difference between subtest means for comparable groups in 1981 and 1982; these differences do not appear to represent any kind of trend.

After converting scores by the equipercentile method, where necessary, cross-sectional comparisons were made across the grade levels from 8 through 11 or 12 for each group in the same board and program. For each of the four program groups, there was found to be an increase in the mean score between successive grades, although these were not always significant. The growth patterns for the two boards were similar and nearly linear.

When a longitudinal comparison was made of grade 10 means with those for the same students in grade 8 (equated using the equipercentile method) it was found, for each group, that the grade 10 mean was significantly greater than the grade 8 mean. The primary-entry groups had increased their scores by about 15 per cent, while the late-entry gains had been between 25 and 35 per cent.

For sizeable groups from each of the other grade levels tested, scores were also available for the same students at the end of their grade 8 year. In most cases the increase in means grew successively larger as the grade level increased.

FRENCH WRITING, GRADE 10
(Chapter Three or Working Paper 149)

The stimulus used to elicit French written expression from primary- and late-entry immersion students in grade 10 took the form of a persuasive letter on a topic considered likely to evoke strong opinions in all students. The letters were rated by a native francophone for general impression (holistic) and on five specific characteristics (analytic), Word Choice, Technical Skills, Grammatical Skills, Content and Ideas, and Organization/Paragraph Structure, using a rating scale from 1 (low) to 5. The methods used to help ensure intra-scorer reliability and to avoid rater drift are described in the chapter.

When the distributions of primary- and late-entry groups were compared, there were no significant differences on the holistic score between the two program groups in either board or between the larger groups of the two boards combined. On the five analytic scales, the only significant difference occurred for the combined groups on Word Choice, where the primary-entry group had a greater proportion of ratings at the higher levels than the late-entry group. Ratings on Technical Skills tended to be lower than those on the other analytic scales and there was also a tendency for the late-entry groups to score better on this scale than the primary-entry groups.

An analysis of the errors in each writing sample was also carried out. Errors were classified in detail according to two basic types: those involving linguistic elements and other types of error. This detailed error analysis showed little difference between groups in the overall percentage of errors, or in the distribution among the various categories. For all groups, verb errors accounted for about 20 per cent of all errors made, while prepositions, adjectives and articles each accounted for close to 10 per cent of the errors. Over 10 per cent of the errors made by each group were classified as spelling errors.

There was little difference between groups in the proportions of errors judged to be caused by the influence of English (about 10 per cent). However, it appeared that inadequacy of vocabulary and the influence of English were the sources of many of the errors in the written French of these immersion students.

This was the first time such a detailed analysis had been performed on free expression in French of bilingual high school students in Ottawa and Carleton. It would also be useful to have an analysis of the structures correctly used, since the error analysis alone does not take into account the complexity of structures attempted.

PUBLIC SERVICE COMMISSION TESTS, GRADE 10

(Chapter Four or Working Paper 150)

In the spring of 1982 arrangements were made for a sample of 48 grade 10 Ottawa primary-entry immersion students to take the Public Service Commission Language Knowledge Examination 400B Series. On the tests of French reading, writing and listening, the average student in this group reached Level B, the highest level which could be achieved on this test, although a third level (C) was possible after further testing. The mean score on the speaking test was classified at Level A. Late-entry immersion students at various grade levels had taken these tests in previous years with similar results.

SPEAKING TEST (STRUCTURES), GRADES 8 AND 10
(Chapter Four or Working Paper 150)

An experimental speaking test was devised in order to examine the degree to which bilingual-program students in grades 8 and 10 were able to produce certain grammatical structures correctly in French. It was found that the primary-entry groups at grades 8 and 10 performed significantly better on the whole than did the late-entry ones. The grade 10 groups also had significantly higher mean scores than the grade 8 groups in the same program. The detailed results presented in the chapter enable the reader to examine similarities and differences in the use of individual structures among the various groups. These should be of interest to teachers and those responsible for program development.

FRENCH INTERVIEW TEST, GRADE 12
(Chapter Five or Working Paper 151)

The oral interview test technique developed by the U.S. Foreign Service Institute had been used previously with primary- and late-entry immersion samples at grades 8 and 11. In preparation for later testing of primary-entry immersion students at this level, it was decided to use this test in the spring of 1982 with a sample of 60 late-entry grade 12 students from Ottawa and Carleton. In addition to the usual rating of the student's linguistic competence, the taped interviews were used to carry out an error analysis using categories similar to those utilized with the grade 10 writing samples.

The typical student was judged to be at a level described as that able to satisfy routine social and non-technical needs and in almost 20 per cent of the cases, the student was rated as being able to participate in most ordinary or official conversations on practical, social or professional subjects. Fewer than 10 per cent of the students tested were classified at the level of being able to satisfy only routine travel requirements and minimum standards of courtesy. No significant difference was found between the distributions of the two boards.

The error analysis indicated that the grade 12 late-entry groups in Ottawa and Carleton tended to make errors with much the same frequency and distributed through various categories in much the same way. For both groups, nearly 20 per cent of errors involved verbs, while articles, prepositions and adjectives each accounted for 10 to 15 per cent of the errors. Over 15 per cent of errors were attributed to lack of an adequate vocabulary, while about 10 per cent of errors were felt to be anglicisms.

The distribution of errors over the many categories is presented in the chapter and should be of interest to teachers and consultants. It should be remembered that in the tabulation of errors no account was made of the complexity of the structures used and that this would be a valuable addition to such an error analysis.

FRENCH LISTENING COMPREHENSION, GRADES 9 AND 11

(Chapter Six or Working Paper 152)

The IEA IVS French Listening Comprehension Test was given to bilingual high school students in grades 9 and 11 in Ottawa and Carleton and the results for primary- and late-entry immersion groups compared. Problems particular to listening tests which require tape recorders often cause differences in testing conditions, despite all efforts to avoid them. The testing in the spring of 1982 resulted in just such differences due to difficulties in the use of tape recorders, which made the test administrations non-equivalent for the various classes. Therefore care had to be taken to compare the results for only those groups which appeared to have had similar testing conditions, although these precautions sometimes caused analysis groups to be rather small.

In both boards and at both grade levels the primary-entry group had a higher mean score than the late-entry group; this difference was significant except in the case of the Ottawa grade 11 groups where the number of students was small. In addition, the grade 11 groups all scored higher than the corresponding grade 9 ones.

Since this test had been used with various different groups in earlier years it was also possible to make comparisons between the scores of a group at a single grade level over more than one year. It was found that for grade 9 in both boards and grade 11 in Carleton, there was no significant difference between different years' results for the late-entry groups with similar backgrounds in the same board. In both systems, however, there were significant differences among the results for grade 10 in different years.

Over a five-year period it was possible to compare the listening comprehension scores of the primary-entry groups in grades 9, 10 and 11 with those of late-entry groups at the same grade level in the same board. In the Carleton Board, for three primary-entry groups, the mean scores were significantly higher than for the late-entry students in these grades. In Ottawa, however, comparison was possibly only for one grade 10 primary-entry group, and no such differences were found.

SURVEYS FOR BILINGUAL PROGRAM STUDENTS, GRADE 12 AND GRADUATE GROUPS

(Chapter Seven or Working Papers 146 and 147)

In the spring of 1982 surveys were given to grade 12 bilingual-program students in Ottawa and Carleton and to two groups of Ottawa graduates from such a program. These were intended to gain information on the views they had concerning the programs they had followed, their achievement in and use of French, and to obtain information about plans for the future and the role of the French language in them.

Few of the grade 12 respondents were graduates of the Ottawa or Carleton primary-entry programs; most had graduated from the late-entry programs of the two boards or had come from an Ottawa Separate Board program. The responses from all groups to the grade 12 survey were, however, very similar. Almost all students intended to continue to grade 13, and 80 to 90 per cent expected to enrol in a post-secondary program after that. Most of the students were fairly confident in their ability to use French, especially in listening and reading, and felt their French would be of value to them particularly in the job market.

The mail surveys of graduates who had been in grade 12 in 1978-79 and 1979-80 had a return rate of 65 per cent. Only a few of the second group had experienced the full late-entry program and most had entered a bilingual program in grades 7, 8 or 9. Their plans, however, were similar to those of the 1982 grade 12 group. Less than half the graduates had taken a French course at university, but about two thirds cited situations, often in a job, where they had used and sometimes improved their French.

Three concerns most often mentioned about the bilingual program were that there be a greater selection of courses offered in French, more emphasis on speaking and using the French language and better teachers, qualified in both French and the specific subject matter. The Ottawa group frequently remarked that the French literature course was particularly good, while Carleton students often mentioned exchanges and excursions as especially good aspects of their program.

The graduate group seemed to be more positive than negative about the effects of the program and felt they had learned a good deal of French and that this was useful and/or satisfying. Many of the effects, both positive and negative, which these former students perceived as a result of their enrolment in the bilingual program were due to the restrictions on course choice in the bilingual program.

A range of four years was covered in the surveys of grade 12 and graduate groups in 1981 and 1982. During this time, the backgrounds of the grade 12 groups have changed considerably and will continue to do so in the next few years as students from the primary-entry stream reach the end of high school. It would therefore be well to continue to monitor the views and plans of bilingual-program students as they leave the school system.

CONCLUDING STATEMENT

The 1982 evaluations of second language (French) programs in Ottawa and Carleton concentrated on the examination of French proficiency of students in secondary bilingual programs who had completed either a primary- or a late-entry immersion program in elementary school. While some of these evaluations tended to replicate studies of previous years, new ground was broken in several respects.

The so-called leading edge of a new program such a primary-entry immersion is often suspected of being unusually able or in some way unrepresentative of later ones. Therefore the spring 1982 testing was of importance in that the primary-entry students tested at grades 8, 9 and 10 were not members of that first cohort. The grade 10 group which was the particular focus for the 1982 evaluation included students whose progress had been followed since they started school; in this way reliable background information was available for students at this level. There tended to be fewer significant differences between the results of primary- and late-entry groups than had been found in previous years.

Greater efforts were made in 1982 to obtain more detailed information as to the extent to which Ottawa and Carleton immersion students could use French in real-life situations, or in comparison with students for whom French was the first language. This may be seen first in the increased use of a series of tests developed in Quebec for francophone students (Tests de français). Data from the administration of three levels of this test were obtained in such a way that both longitudinal and cross-sectional comparisons could be made.

In earlier years a thorough examination of the French listening and reading skills of bilingual high school students and the repeated measurement of one facet of French writing had been made through the IEA tests. The 1982 evaluation, however, placed much more emphasis on the production aspect of French proficiency, both written and spoken. Several tests or scoring procedures were used for the first time to examine the mastery of certain common structures and the types of errors frequently made by immersion students in speaking or writing French.

In addition to providing useful data for program developers, the procedures used experimentally in 1982, after necessary refinements, should provide assistance in measuring French skills of later groups.

The French production measures used in 1982 indicated that many bilingual-program students are hampered by a lack of French vocabulary and that their errors are often caused by the influence of English. The lack of sufficient opportunities to use "real" French was frequently cited by bilingual-program students and graduates as an area in need of improvement.

A questionnaire for early graduates of the bilingual program provided other insights into their views of their study of French during and after their high school years.

However, many unanswered questions remain. High school programs for both primary- and late-entry immersion students in both boards have experienced some changes over the past years and further refinements continue to take place. In addition, the first sizeable group of primary-entry immersion students will not reach grade 12 until the 1982-83 school year, and the grade 10 group which was examined extensively in this report will reach this level in the following year. As these groups of students who are products of the immersion programs reach the end of 13 years of schooling, it may begin to be possible to assess the accomplishments of those in difference immersion streams and to use this information in improving programs that appear to have been generally successful in achieving many of their aims.

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APPENDIX A

TIME SPENT IN FRENCH BY STUDENTS IN IMMERSION PROGRAMS IN OTTAWA AND CARLETON, 1982

APPENDIX A

TIME SPENT IN FRENCH BY STUDENTS IN IMMERSION PROGRAMS IN OTTAWA AND CARLETON, 1982

Grade	Ottawa Pr.-entry		Ottawa late-entry To gr. 10		Ottawa late-entry Gr. 11-12		Carleton Pr.-entry		Carleton Late-entry	
	% in Fr	Cum hrs	% in Fr	Cum hrs	% in Fr	Cum hrs	% in Fr	Cum hrs	% in Fr	Cum hrs
K	100	450	20	90	10	40	100	450	10	40
1	100	1350	14	220	7	100	100	1350	7	100
2	80	2070	14	340	7	160	80	2070	7	160
3	80	2790	14	470	7	220	80	2790	7	220
4	80	3510	14	590	7	280	75	3460	7	280
5	80	4230	14	720	7	340	65	4050	7	340
6	50	4680	100	1620	100	1240	50	4500	14	470
7	50	5130	50	2070	50	1690	50	4950	80	1190
8	50	5580	50	2520	50	2140	50	5400	80	1910
9	50	6030	50	2970	50	2590	42#	5780	30*	2180
10	50	6480	50	3420	50	3040	42#	6160	30*	2450
11	50	6900			50	3490	22#	6360	30*	2720
12	-	-			50	3940	-	-	30*	2990

* These figures probably represent a maximum. Students in the three schools involved take varying numbers of courses each year, usually decreasing the number in the upper grade levels.

Since these pupils may take from one to four courses in French per year, these figures represent the average number of courses taken by the actual group of students whose scores were considered.

APPENDIX B

DESCRIPTION OF LINGUISTIC LEVELS USED BY PUBLIC SERVICE COMMISSION

APPENDIX B

DESCRIPTION OF LINGUISTIC LEVELS USED BY PUBLIC SERVICE COMMISSION

LEVEL A

Reading Comprehension. This level implies the ability to read and understand a series of simple, compound and complex sentences containing only vocabulary and expressions of daily general use. This includes examples such as memos, letters and reports dealing with general topics such as requests for information or action, instructions, summaries of activities or decisions. Reading speed at this level will be fairly slow as compared to the average first language reader.

Written Expression. This level implies the ability to write words, phrases and a series of simple sentences to form paragraphs. This includes writing memos of a varied format, for example, making and answering requests for information, giving instructions, making requests for materials and writing "thank you" notes, all within the limitations of the above-mentioned sentence type. The range of vocabulary is limited to that of daily general use with no mastery of idiomatic expressions.

Aural Comprehension. This level implies the understanding of a series of simple sentences spoken at a slower than normal speed, and isolated compound or complex sentences, for example, in receiving instructions, requests, information and enquiries of a general (i.e., non-technical) nature. Rapid delivery, background noise or telephone calls will occasionally impede comprehension of some elements. Vocabulary is still limited to words and expressions in daily general use and spoken with close to standard pronunciation.

Oral Expression. This level implies the ability to speak in a series of interconnected simple sentences and in isolated compound and complex sentences. Examples are: making and answering requests for information or directions, giving instructions, discussing needs or giving opinions within the limitations outlined above. Vocabulary is limited to that of daily, non-technical use. Delivery is still slower than normal, and interference from the mother tongue is still general.

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LEVEL B

Reading Comprehension. This level implies the capacity to read and to understand connected passages containing a variety of sentence types (described above), turns of phrase and current expressions, but it is unlikely that regional variants will be familiar to the individual at this level. Memoranda and letters are the kinds of text where comprehension will be optimal. The general meaning and the major points of articles and reports on general and work-related topics will be well understood, although nuances or specific details may frequently be missed. The time taken by the second language reader to comprehend a particular text may be moderately longer than for the average first language reader performing the same task.

Written Expression. This level implies the ability to use a variety of sentence types (simple, compound or complex) to express general ideas and opinions of non-specialized and non-technical topics. Errors in grammar and spelling will be minor but may not be infrequent. Memoranda and letters will be the kinds of text usually mastered at this level, but these will definitely require revision for extra-office distribution. Nuances of style and regional variants will generally be absent and sentences may be awkwardly connected. The time taken to compose a text at this level will be relatively longer when compared to the time taken by the average first language writer.

Aural Comprehension. This level implies the capacity to understand continuous speech made up of a variety of sentence types, and delivered at a normal speaking rate. The main points and general line of reasoning at meetings, in oral presentations, and in discussion groups will be understood at this level, although nuances of speech and specific details of the discussion may frequently be missed. The same difficulties could arise in situations involving communication through the media (radio, telephone, etc.) but would be less likely to occur in interviews. In all situations, an individual at this level could experience difficulty in understanding regional words, expression and pronunciation. Background noise or a particularly fast speaking rate may have the same effect. General or work-related vocabulary will normally be better understood than more specialized vocabulary.

Oral Expression. This level implies the capacity to take part in a variety of verbal exchanges using the different kinds of sentence types described above. The individual at this level would function optimally in a one-to-one interview, but should also be able to contribute to meetings and discussion groups. One would be able to convey the essentials of his/her ideas and opinions on general or work-related topics without necessarily being able to give a detailed outline of his/her line of reasoning. There would likely be difficulty in expressing nuances or in using specific vocabulary, idioms and regional variants in their appropriate contexts. Grammar and pronunciation will most often show strong mother tongue interference but will only occasionally result in misunderstanding. Hesitations of moderate length may be relatively frequent on general or work-related topics and would increase as one attempts to speak in detail on any specific subject matter.

LEVEL C

Reading Comprehension. This level implies all the capacities described for level B. In addition, memoranda, letters, articles and reports on general or work-related topics will be thoroughly understood. The overall tone of paragraphs or longer passages will cause only minor problems in comprehension. More specialized vocabulary or regional variants might not be understood exactly but a certain amount of exposure to unfamiliar types of text will suffice for functional comprehension. The time taken by the second language reader to comprehend a particular text may be slightly longer than for the average first language reader performing the same task.

Written Expression. This level implies all the capacities required for level B. In addition, an individual at this level would have the ability to present a detailed line of reasoning in written form on general or work-related topics. Errors in grammar and spelling would be minor and infrequent. Written reports would be required. The individual would be able to recognize awkwardness in sentences and paragraphs and to reformulate them. Consultation would still be required before texts would be ready for extra-office distribution. The time taken to compose a text at this level may be slightly longer relative to the time taken by the average first language writer performing the same task.

Aural Comprehension. This level implies all the capacities described for level B. In addition, an individual at this level will understand speech delivered at a faster rate. Most of the specific points of discussion at meetings, in oral presentations, and in discussion groups will be understood, but comprehension of attitudes expressed through nuances will still cause some difficulties. After a certain period of adjustment, communication through the media or certain regional variants will have only minor effects on comprehension. The ability to follow a discussion on a wide range of topics, including some of a more specialized nature, would be expected at this level.

Oral Expression. This level implies all the capacities included in level B. In addition, an ability to give oral presentations in both formal and informal settings would be required. The individual would be able to present a fairly detailed outline of his line of reasoning on general or work-related topics in these settings as well as in meetings and discussion groups. Some mastery of idiom and of specific vocabulary appropriate to a variety of contexts, both formal and informal, would be evident, but the correct use of regional variants would probably be rare. Grammar would generally be appropriate, pronunciation might show moderate mother tongue interference. Deficiencies in vocabulary would be compensated for by synonyms and paraphrases. Discourse might be marked by hesitations, but these may, nevertheless, appear acceptable to the mother tongue listener. Problems might be encountered in discussing some more specialized topics, but the individual at this level would have very little difficulty in making himnself understood.

APPENDIX C

COMPETENCY LEVELS USED WITH FRENCH INTERVIEW TEST, SPRING 1982

APPENDIX C

COMPETENCY LEVELS USED WITH FRENCH INTERVIEW TEST, SPRING 1982

Level 0

No proficiency.

Level 1

Can satisfy routine travel requirements and minimum standards of courtesy. Can ask questions and respond on very familiar subjects; with limited experience in the language can understand simple questions or statements if the speaker uses slow, clear speech, repetition and paraphrase; vocabulary inadequate for expressing other than the most basic needs; frequent errors of pronunciation and grammar but may be understood by a native of the language who is accustomed to dealing with foreigners to his language. Although basic requirements differ considerably between individuals, persons achieving Level 1 can order a simple meal, ask for shelter or lodging, ask for and receive simple road directions, do shopping and tell time.

Level 2

Can satisfy routine social and limited professional needs. Can express what is wished with assurance, but not without some difficulty, in most social situations comprising introductions and familiar conversations on most matters of current interest as well as work, family and autobiographical details; can speak with assistance of limited professional needs; can infer the essentials from most nontechnical conversations; fluent vocabulary, sufficient for roundabout expression; an accent which though intelligible contains errors; can usually handle elementary constructions with accuracy but lacks assurance in many aspects of grammar.

Level 3

Can speak the language with sufficient lexical and structural control to participate in most ordinary or official conversations on practical, social or professional subjects. Can discuss particular interests or special areas of competence with reasonable ease, shows comprehension for a normal rate of conversation; vocabulary is extended enough that the candidate is rarely at a loss for words; accent could seem entirely foreign; good use of grammar; errors never obscure meaning and rarely disturb the native speaker.

Level 4

Can use the language fluently and accurately at all levels pertinent to professional needs. Can understand and participate in all conversations within the realm of experience with a high level of ease of expression and accuracy of vocabulary; is rarely taken for a native speaker but is able to respond in an appropriate way in less familiar situations; pronunciation and grammar errors are relatively rare; can give fluent translations in both languages.

Level 5

Speaks with a facility equal to that of a knowledgeable native speaker. Total ease in the language; the way of speaking - composed of breadth of vocabulary, current expressions and pertinent cultural references - is accepted in all aspects by a well-informed native speaker.

APPENDIX D

GRADE 12 STUDENT SURVEY
and
QUESTIONNAIRE FOR GRADUATES OF OTTAWA BILINGUAL HIGH SCHOOL PROGRAMS

GRADE 12 STUDENT SURVEY

NAME ______________________________ SCHOOL ______________________________

This survey is intended to obtain information about your experiences in a bilingual or immersion program and your plans for the next few years. Please answer the questions as best you can. If you do not know what to put, please say "don't know". If you need more room to answer any question, use the back of the paper, marking clearly the number of the question you are responding to.

Although your name will be on the survey, your answers will be kept strictly confidential and will be seen only by staff of the Research Centre. Only group results will be used for any reports.

Please indicate below the names and addresses of two people through whom you could be reached during the next few years. One should be a parent, guardian or close relative and the other could be another friend or relative who would not likely be moving in the near future. We may wish to contact you later to find out about your actual experiences after you have left high school.

(1) ______________________________ (2) ______________________________

______________________________ ______________________________

______________________________ ______________________________

1. List the schools you attended in the following grades and circle YES or NO to indicate whether you were in a bilingual or immersion program in that year.

Grade	School	City	Immersion or bilingual program	
12			YES	NO
11			YES	NO
10			YES	NO
9			YES	NO
8			YES	NO
7			YES	NO
6			YES	NO
5			YES	NO

2. Did you ever attend a French language school? YES ____ NO ____

If so, in what grades? ________________________________

Where? ____

3. Were there any grades in which you received NO French instruction?

YES ____ NO ____ If so, what grades? ____________________

Where? ____

4. Have you had any opportunities outside of school to learn French? Please describe them below.

Type of opportunity	Approximate time (year & duration)

5. What are your educational plans for the next school year? (*Check one.*)

☐ return to take grade 13 at this or another school in the area
☐ attend a college of applied arts or technology
☐ attend a qualifying year at an Ontario university
☐ attend a university outside Ontario
☐ no plans for further education next year
☐ none of the above; please explain ______________________________

6. If you are planning to take further education next year, what are your plans for studying French? (*Check one.*)

☐ take no courses in French
☐ take one course in French (either a lnaguage course or another subject taught in French)
☐ take two or more courses in French

7. What are your plans for a job for next year? (*Check one.*)

☐ a part-time job
☐ a full-time job
☐ do not plan to get a job
☐ don't know

8. What are your plans for a job or further education after next year?

____

____

____

____

9. What role do you expect the French language to play in your future jobs or education?

____

____

____

____

10. In the chart below, mark an X to indicate the extent to which you feel you can participate effectively in out-of-school situations requiring listening to, reading, writing and speaking French. Add any comments you wish below.

	Listening	**Reading**	**Writing**	**Speaking**
With considerable difficulty				
Adequately				
With confidence				

Comments: ____________________

____

11. How does your present level of proficiency in French compare with what you expected to achieve when you entered a bilingual or immersion program? (*Check one.*)

☐ I have achieved more than I expected

☐ My level is about what I expected

☐ I am not as good as I thought I would be

Comments: ____________________

____

12. How well do you feel you are prepared for using French in a job or education?

____

____

13. At what grade do you think a student should start an immersion or bilingual program? (*Check one.*)

☐ in kindergarten or grade 1

☐ between grade 2 and grade 5

☐ between grade 6 and grade 8

☐ in high school

Why do you think so? ____________________

____

____

14. What aspects of the program(s) you followed were particularly good?

15. What would you like to see done to improve the immersion programs in the schools in this area?

THANK YOU FOR YOUR COOPERATION.

1982

QUESTIONNAIRE FOR GRADUATES
OF OTTAWA BILINGUAL HIGH SCHOOL PROGRAMS

This survey for students who were in a high school bilingual program is intended to obtain information about experiences in that program and since leaving school. Please answer the following questions as accurately as you can; if you need more space to answer any question, use the back of the paper, marking clearly the number of the question you are responding to.

Although your name will be on the survey, your answers will be kept strictly confidential and will be seen only by staff of the Research Centre. Only group results will be used for any reports.

In the space below please indicate any changes or anticipated changes to your name and permanent address as shown above. We would like to have this information on file in case we wish to contact you again later.

____

____

____

THANK YOU FOR YOUR COOPERATION.

1. What was the highest level you completed in high school? (*Check one.*)

   ☐ grade 11

   ☐ grade 12

   ☐ grade 13

2. At what grade level did you enter a bilingual or immersion program? (*Check one.*)

   ☐ before grade 6; at what grade? ______________

   ☐ grade 6

   ☐ grade 7

   ☐ grade 8

   ☐ grade 9

   ☐ after grade 9; at what grade? ______________

3. How many French courses did you take in high school, including courses in French language and literature and other subjects taught in French? (*Check one.*)

   ☐ less than 10

   ☐ 10 to 12

   ☐ 13 or 14

   ☐ 15 or 16

   ☐ more than 16

4. At what grade do you think a student should start an immersion or bilingual program? (*Check one.*)

   ☐ in kindergarten or grade 1

   ☐ between grade 2 and grade 5

   ☐ between grade 6 and grade 8

   ☐ in high school

   Why do you think so? ____

   ____

   ____

5. In the chart below, mark an X to indicate the extent to which you feel you can participate effectively in out-of-school situations requiring listening to, reading, writing and speaking French. Add any comments you wish below.

	Listening	Reading	Writing	Speaking
With considerable difficulty				
Adequately				
With confidence				

Comments:

6. On leaving high school, how did your level of proficiency in French compare with what you expected to achieve when you entered a bilingual or immersion program? (*Check one.*)

☐ I achieved more than I had expected
☐ My level was about what I had expected
☐ I was not as good as I had thought I would be

Comments:

7. How well do you feel you are prepared now for using French in a job or further education?

8. What role do you expect the French language to play in your future jobs or education?

9. What effects (positive or negative) did being in a bilingual or immersion program have on your high school career and on your experience since leaving high school?

10. What aspects of the program(s) you followed were particularly good?

11. What would you like to see done to improve the immersion programs in the schools in this area?

12. Please describe any experiences you have had since leaving high school that have increased your proficiency in French (such as summer immersion or exchange programs, on-the-job training, etc.)

13. Which of the following best describes you present situation? (*Check one.*)

☐ I am a full-time student at a community college or university (including students in a co-op program)

☐ I am a part-time student while being employed full- or part-time (excluding summer jobs)

☐ I have a full-time job and am not taking courses at present

☐ I am looking for work and am not taking any courses at present

☐ Other; please explain ____________________

If you are a full- or part-time student, please complete questions 14 to 19 on the next page. If you are not taking any courses at present, turn to questions 20 to 24 on page 6.

For full- or part-time students:

14. Name of institution at which you are registered

Degree, diploma or certificate you are seeking

Your major area of study

Month and year in which you expect to graduate

15. What are your career or educational plans after you finish your present program?

16. Including both French language and literature courses and courses where the language of instruction was French, how many French courses did you take: (*Circle one in each row.*)

in grade 13 (if applicable)	none	1	2	3	more than 3
in your first year of college or university	none	1	2	3	more than 3
after your first year of college or university	none	1	2	3	more than 3

17. What additional plans do you have for taking French courses?

18. If you have taken a French course or wished to do so, have you had any difficulty in getting a suitable course? Please explain.

19. If you have taken a French course, how well did you find you were prepared?

For those not taking courses at present:

20. If you are employed, what type of work are you presently doing?

____

____

If you are not presently employed, what type of work are you seeking?

____

____

21. Do you use French in your present job? If so, please explain.

____

____

____

22. What are your long-range career plans?

____

____

____

23. Have you taken any courses since leaving high school? Please list.

Courses in English ______________________________

____

Courses in French ______________________________

____

24. Do you intend to seek further education within the next five years? If so, please explain.

____

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